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REPORT

OF THE

DIRECTOR OF PUBLIC INSTRUCTION

IN THE

BOMBAY PRESIDENCY

FOR THE

YEAR 1913-1914.

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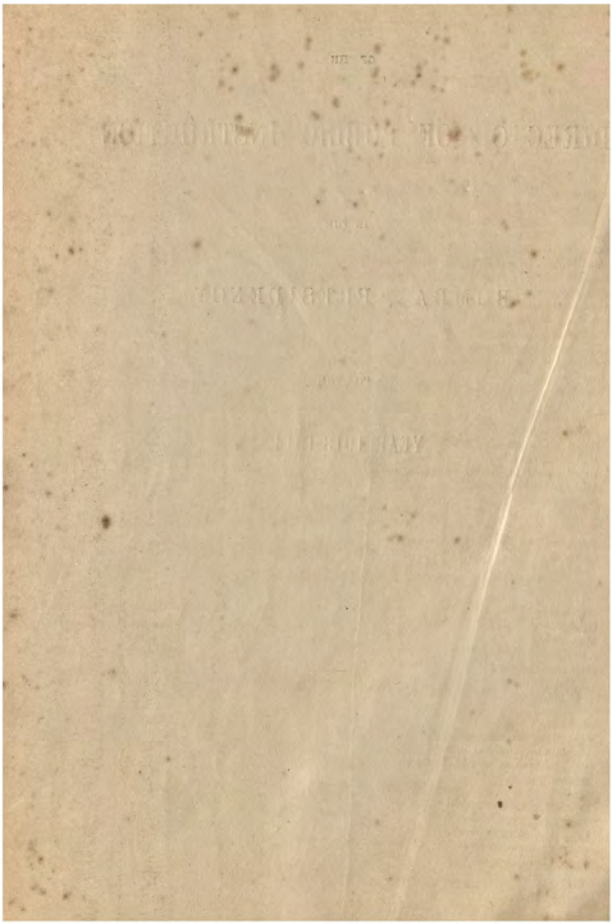

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TABLE OF CONTENTS.

	Paragraphs	Pages
I.—UNIVERSITY AND COLLEGIATE.		
University	1—5	1—2
Art colleges	6—10	2—4
Professional colleges	11—13	4
II.—SECONDARY EDUCATION.		
Programme	14	5—6
High schools for boys	15	6
Government high schools for boys	16—38	6—12
Municipal high schools for boys	39	12
Native States high schools for boys	40	12
Aided Anglo-vernacular high schools for boys	41—43	12—13
Unaided Anglo-vernacular high schools for boys	44	13
Middle schools for boys	45—50	13—14
Boys' secondary education in general	51	14
High schools for girls	52—55	14—15
Middle schools for girls	56—60	15
Girls' secondary education in general	61	15—16
Schools for Europeans and Anglo-Indians	62—64	16—17
III.—PRIMARY EDUCATION.		
Programme	65	18
Primary schools for boys	66—67	18
Local Board schools for boys	68—73	19—20
Municipal schools for boys	74—76	20
Boys' schools in Native States	77	20—21
Aided schools for boys	78	21
Night schools	79	21
Private schools	80	21
Primary schools for girls	81—82	21—22
Examination results in primary schools	83	22
General	84—90	22—23
IV.—EDUCATION OF SPECIAL CLASSES.		
Rájkumár College, Rájkot	91	24
Girásia and Tálukdári schools	92	24
Mahomedans	93—100	24—26
Aboriginal and hill tribes	101—103	26
Depressed classes	104—106	26
V.—SPECIAL INSTRUCTION.		
Numbers	107	27
Secondary training college	108—109	27
Vernacular training institutions	110—124	27—30
Sir J. J. School of Art, Bombay	125	30
Drawing classes	126	30—31
V. J. Technical Institute, Bombay	127	31
Industrial and technical schools	128—130	31—32
Reformatory schools	131	32
Commercial education	132	32
Schools for defectives	133	32
Other special schools	134	32
VI.—ADMINISTRATION AND MISCELLANEOUS.		
Administration	135—136	33
Departmental examinations	137—138	33
Physical education	139	33—34
Moral education	140—141	34

	Paragraphs	Pages
VI.—ADMINISTRATION AND MISCELLANEOUS—*contd.*		
Visual instruction	142	34—35
Teachers' association	143	35
Students' advisory committee	144	35
Books and vernacular literature	145—146	35
Libraries	147	35
Donations	148	35—36
Plague	149	36
Supplementary tables	150	36
VII.—IMPERIAL GRANTS.		
Grants	151	37
11 lákhs grant of 1911	152—153	37—38
3 lákhs grant of 1912	154	38—39
7½ lákhs grant of 1912	155	39—40
3½ lákhs grant of 1913	156—164	40—44
Recurring grant of Rs. 6,70,000 of 1912 (Darbár grant) ...	165—172	44—48
Recurring grant of Rs. 60,000 of 1912	173	48
Recurring grant of Rs. 5,93,000 of 1913	174—182	48—50
General summary	183—184	51
VIII.—GENERAL SUMMARY.		
Statistics of attendance	185—189	52—53
Statistics of expenditure	190—193	53—54

REPORT ON PUBLIC INSTRUCTION IN BOMBAY, 1913-1914.

I.—UNIVERSITY AND COLLEGIATE EDUCATION.

University.—The leading event of the year was the visit of Sir Alfred Hopkinson, formerly Vice-Chancellor of the Victoria University of Manchester, who came for six months as expert adviser to the University. Unfortunately Sir Alfred fell ill soon after the re-opening of the colleges in January, and had to curtail both his work and his visit; but a number of *memoranda* submitted by him on various topics are under consideration by the University. Bombay had also the advantage of a conference on the study and teaching of history conducted by Professor Ramsay Muir, and three addresses, connected more especially with chemistry, by Professor Smithells. A further non-recurring grant of two lákhs of rupees was received from the Government of India, who also made permanent the annual grant of Rs. 10,000 for the inspection of colleges and other improvements in the administration of the University. On the other hand the University contributed a lákh of rupees to the building of the Royal Institute of Science, in order to secure accommodation in the examination rooms to be provided therein. The recurring Imperial grant of Rs. 45,000 announced in the preceding year will be applied to the maintenance and enlargement of the library, and to the furtherance of post-graduate studies. An Indian graduate was accordingly deputed to Europe and America to study the theory and practice of library administration; and a scheme was adopted for a series of lectures to be given to graduates during the monsoon term of 1914. In order to meet the increasing cost of examinations an enhanced scale of fees payable by candidates was adopted. The Government College of Commerce was provisionally affiliated, while the provisional affiliation in respect of science granted to the Gujarát College and Madhavlal Ranchhodlal Science Institute was made permanent.

2. The matriculation examination was held under the new conditions for the first time. The number appearing increased from 4,376 to 4,823, and the number passing from 1,486 to 2,792. This sudden rise in the number of successful candidates from 34 to 58 per cent. of the total has been attributed to the change in the character of the examination, or to undue leniency on the part of some of the examiners, but not apparently to any great improvement in the teaching of the schools. Unusual care was taken in organizing the English part of the examination; as to mathematics, Sir Alfred Hopkinson remarked that "an examination in mathematics with only three per cent. of failures among candidates drawn from schools of all kinds and most various degrees of efficiency must be entirely inadequate as a guarantee of any knowledge of the subject." The result was that several of the colleges became very congested in January, and it is believed that some students were unable to gain admission anywhere.

3. The arts colleges held their first-year examination for the first time in 1913, and the University held its Previous examination for the last time. Of the 622 candidates who appeared for the latter, only 165 (or 26 per cent.) passed; many of these were good students who had entered in the hope of winning prizes or scholarships, whilst the failures consisted chiefly of weak students seeking to retrieve their failure in the college examination. The total number of those who without securing a college certificate managed to pass the University examination was 88. The total number of those who appeared for the college examination was 1,712, of whom 1,076 secured a certificate. This gives a percentage of 62 as against a percentage of 52 at the Previous examinations of the three preceding years taken together. It appears therefore that it was a good deal easier to secure a college certificate than it used to be

to pass the Previous. But there were considerable differences between individual colleges as will be seen from the following table :—

College.	University Previous Examinations of 1910, 1911, 1912.			College First-year Examination of 1913.		
	Number appearing.	Number successful.	Percentage.	Number appearing.	Number successful.	Percentage.
Elphinstone	510	218	43	119	68	57
Deccan	275	122	44	118	56	47
Gujarát	446	219	49	188	117	62
Wilson	771	412	53	208	193	93
St. Xavier's ...	553	340	61	286	193	67
Fergusson	882	503	57	348	176	50
D. J. Sind	317	170	53	87	65	74
Samaldas	157	68	43	67	57	85
Bahauddin	180	92	48	84	59	70
Rajaram	181	73	40	106	92	85
Total ...	4,210	2,227	529	1,712	1,076	62·8

It appears that the three colleges in Native States and the Sind College are to be congratulated on having obtained the pick of the candidates of the first year.

4. So far as the increasing number of students in the colleges is due to the natural growth of higher education, the proper way of meeting it would seem to be by the opening of new colleges; and proposals for a college at Dhárwár, for a college for Mahomedans, and for a college for women are under consideration. But the present congestion of the colleges cannot, in my opinion, be ascribed wholly to the legitimate growth of education; a good deal of it is due rather to the laxity of the matriculation test. I do not presume to say anything about those colleges which are so fortunate as to find 85 per cent. of their students in the first year satisfactory; but in most cases I think that the staff would agree that a large number of their first-year students were in no way fitted for college work. If the percentage of marks required for passing the matriculation examination was substantially raised in all subjects, but especially in English, not only would a considerable measure of relief be afforded to the colleges, but it would be easier to estimate the real demand for collegiate education and the best means of meeting it.

5. The Intermediate Examination in Arts was held under the old conditions; of the 1,032 who appeared 687 passed, or 66 per cent. The number appearing for the B.A. examination increased from 643 to 752, and the number passing from 410 to 434; the percentage thus declined from 63 to 57. The relative efficiency of the colleges, as measured by the percentage of success in this examination, was as follows:—Sind 84, Elphinstone 81, St. Xavier's 69, Bahauddin 68, Gujarát 64, Fergusson 63, Deccan 58, Wilson 53, Samaldas 42. The successful candidates (of whom six were placed in the first class) consisted of 364 Hindus, 43 Pársis, 14 Mahomedans, 8 Indian Christians, 4 Europeans or Anglo-Indians and 1 Jew. The number appearing for the B.Sc. was again 33, of whom 25 passed. The number appearing for the M.A. in literary subjects increased from 58 to 60; in mathematics and science it decreased from 19 to 18. Of the former 36, and of the latter 10, were successful. Law degrees were secured by 164, engineering by 35, and agricultural by 14; the number of medical degrees cannot be deduced from the published figures, as the parts of the final examination may be taken separately or together.

6. **Arts Colleges.**—The total number of students increased from 3,941 to 4,697; Fergusson College had 1,165, Wilson nearly 900, St. Xavier's 644, Gujarát nearly 500, Elphinstone 357, and the rest over 200, except at Kolhápur

where there were 195. The numbers of freshmen admitted were very large, ranging from 487 at Fergusson and 372 at Wilson down to 90 at Bhávnagar and 90 at Deccan College. The first year's course has been dealt with above. The new Intermediate course (with an option between logic and mathematics) commenced from January 1914: 780 are reported to have selected logic and 322 mathematics. The number selecting the new Intermediate course in sciences is reported to be 80. As for the new B.A. courses, 591 are reported to be in the senior year, and 720 in the junior, while the relative popularity of the optional subjects is as follows:—languages 502, history 338, physics and chemistry 152, philosophy 116, mathematics 104, botany and zoology 52 (the totals do not tally because Deccan College did not supply the details asked for).

7. At Elphinstone College Khán Bahádur F. M. Dastur, professor of mathematics, retired in April 1913; a portrait of him presented to the college has been hung in the library. In September Principal Covernton was appointed Deputy Director of Public Instruction, and was succeeded by Mr. A. C. L. Wilkinson from Deccan College. The number on the roll increased from 314 to 357. The reorganisation of the work of the first year planned by Mr. Covernton was carried out in January, so far as space permitted, the staff being strengthened for the purpose; two assistants were added for English and one for Sanskrit. Steel bookcases and a large number of additional books were ordered for the library from a special grant of Rs. 6,000, and a card catalogue is in preparation. Though a cricket coach was instituted, declining funds compelled the gymkhana to curtail some of its other activities; and the introduction of a subscription proved fatal to the French society. Historical tours were conducted by Professor Bhandarkar to Ellora and Daulatabad; by Professor Anderson to Kanheri caves; and by Professor Muller to Ahmedabad and Surat. Mr. Kanga, lecturer in chemistry, took his class to visit ice, glass, paper, and other works for the purpose of gaining an insight into the practical applications of chemistry.

8. At Deccan College the number on the roll increased from 238 to 255; the number of residents was 179, and as many as 86 applications for rooms had to be refused. Mr. G. V. Javdekar, the lecturer in science, died in the course of the year. An assistant professor of history, and assistants for Sanskrit and Persian were added to the staff. One of the three agricultural scholars gained the college certificate in 1913; a new scholar joined in January, and there is also a Maratha scholar. Of the Sanskrit manuscripts belonging to the college 68 were lent to 19 scholars in India, and 21 to 6 scholars out of India; 15 were purchased, and none were lost. Mr. R. D. Ranade, the cataloguing assistant, is reported to have done good work in describing 140 manuscripts, as against 50 in the preceding year, in addition to correcting the proofs of 67 pages of the catalogue.

9. At Gujarát College the number on the roll rose from 414 to 494; the number of residents rose to 189, and full 40 applicants had to be turned away. The staff was strengthened by the arrival of Mr. W. T. Saxton to be professor of botany, and Mr. H. V. Hampton to be professor of Logic and English; and by the addition of science assistants. Owing to the crowd of applications 270 students were admitted in January to the first year class, but Principal Robertson is of opinion that many of them should never have passed the matriculation. In English he fancies that their teachers may have held with Dogberry that "reading and writing come by nature"; whilst Dr. Meldrum complains of their inability to use decimals in practical physics. The inclusion of this last subject in the first year's course is proving of much value as an educational discipline, the effect of which can be seen in the Intermediate Science class of this year. The college had a grand struggle for the Northcote Shield with the Dayaram Jethmal Sind College, which won by two wickets, but was subsequently disqualified for a breach of the regulations. Though the behaviour of the majority of the students was excellent, it was found necessary to use severe measures against a small handful of troublers of the peace. At the end of the year Mr. Robertson proceeded on a well-earned holiday; there are few principals who would be willing to undertake 26 lectures a week, in addition to the correction of exercises, and the office work.

10. At Wilson College the number on the roll increased from 762 to 896. The new hostel, accommodating 120 students in separate rooms, was opened in

the course of the year and was at once filled. Altogether 200 students are now provided for, and the effect of having so many in residence and in close contact with their professors is seen in the excellent spirit of discipline discernible in the regular work of the classes. Dr. Mackichan would like to see the number of students in the first year reduced, and thinks that at least one year should be added to the high school course, so that students should complete in school the work that they now do in the first year of the college course. At St. Xavier's the number rose from 614 to 644. The first year class has been divided into four sections of about 80 students each, and one hour every day is devoted to tutorial work in English and mathematics alternately. It is the general opinion of the professors concerned with this class that at least one-third of the students are not fit for the course prescribed by the University. More than 200 applied for rooms, and a second hostel is much needed. A cricket pitch was secured on the maidan. At Fergusson College the number increased from 953 to 1,165, and a new hostel has been taken in hand. Principal Paranjpye is of opinion that the new B.A. pass course is too meagre to occupy a student for two years. The number attending the Dayaram Jethmal Sind College rose from 204 to 246, in addition to which there were 34 engineering students. Principal Farrell writes :—

"Once more the matriculation has resumed its remarkable switchback career; the standard has been lowered, many students have been admitted who are not really capable of profiting by the college lectures, the F. A. classroom is full to overflowing, and some applicants had to be refused admission owing to want of space. . . . . It is inevitable that the standard of the first year examination should be lower than that of the old Previous Examination. It will be interesting to see whether this fact combined with a too easy matriculation will result in the lowering of the standard of the Intermediate and higher University examinations. The tendency will certainly be that way, and will have to be checked if the University degrees are to retain their value."

In accordance with a principle lately laid down by the Government of India no further notice is taken here of colleges in Native States.

11. **Professional Colleges.**—At the College of Engineering (the annual report of which had not been received at the time of writing) the total number of students in the University classes remained 166. Out of 181 candidates sent up for various University examinations 124 passed. The first two meetings of the advisory committee were held in the course of the year. Considerable progress has been made with the new laboratory building; a large amount of machinery has been received from the makers, and some of it has been erected. In the workshop six appeared in the mechanical branch and six in the electrical, and all passed. For the sub-overseers' examination 19 appeared and 11 passed. In the normal class six appeared and all passed; the future of this class has been under discussion and it has been decided to continue it for another period of five years. For the manual training certificate 213 candidates were examined, and 152 passed. The fourth grade subordinate accountants' examination was held as usual, and 4 passed out of 25.

12. The number of students in the Government Law School increased from 470 to 509, of whom 322 were in the first year and 187 in the second. The number sent up for the various examinations increased from 704 to 786, but the number passing declined from 358 to 354; the percentage is 45. Principal Lang was absent for the greater part of the year, his place being taken by Professor Mirza Ali Akbar Khan. Serious defalcations by a former clerk were discovered in the course of the year, and the culprit has been convicted and sentenced to six months' rigorous imprisonment.

13. The Government College of Commerce was opened in October 1913 with a provisional staff under Mr. K. S. Aiyar as honorary principal. Mr. Percy Anstey, appointed by the Secretary of State to be principal, arrived at the beginning of March 1914. At the end of March the number of students on the roll of the first year class was 22. Mr. Anstey has set vigorously to work, but is somewhat hampered by the circumstance that the college had to be started in hired rooms in the Fort, without any possibility of either a hostel or a play ground. From the number of applications received from all over India it seems that, with adequate accommodation and staff, the college might be a great success.

II.—SECONDARY EDUCATION.

14. **Programme.**—In paragraph 10 of my last annual report I gave the programme of suggestions for the improvement of secondary education outlined in 1911. The following is a brief account of the progress made under each head in the past year :—

(1) *New high schools at Jalgaon and Lárkána.*—The new building for the Govardhandas Sundardas high school at Jalgaon was nearly completed by the end of the year, by which time over Rs. 96,000 had been expended upon it.

(2) *Building and quarters for the secondary training college.*—Quarters for the vice-principal and 20 students were opened in June 1913, and a house for the principal is under construction.

(3) *Improvement of pay of assistant masters.*—A scheme costing Rs. 26,220, and fixing the initial pay for a graduate at Rs. 50, was submitted.

(4) *Additional headmaster in the Indian Educational Service.*—It is understood that the fourth headmastership, temporarily held by Mr. Miller, will be retained. At the same time the post of Rs. 400, suspended during his temporary appointment, has been restored to the Provincial list.

(5) *Construction or extension of buildings.*—The new rooms at Bijápur high school, costing Rs. 20,000, have been taken into use. The extensions at Northcote high school, Sholápur, costing Rs. 35,000, were opened by the Director of Public Instruction in December. The construction of the new building for the high school at Násik had to be suspended owing to difficulties with the foundation. Plans and estimate (amounting to Rs. 6,119) have been approved for extensions at Sardars' high school, Belgaum. Plans and estimates (amounting to Rs. 97,728) have been sanctioned for a new middle school at Karáchi. Projects relating to the high schools at Thána, Surat, Nadiád, Broach, Godhra, Poona, Kárwár, Ratnagiri, Hyderabad and Shikárpur are under consideration. In addition about Rs. 7,500 were spent on minor works.

(6) *Additional teachers.*—Three additional masters were sanctioned for Karáchi, and one for Dhárwár, at a total recurring cost of Rs. 2,890.

(7) *Play grounds.*—Rs. 23,113 were expended for this purpose, the principal items being one of Rs. 17,500 at Dhárwár, and another of Rs. 5,516 at Godhra.

(8) *Furniture.*—Rs. 4,000 were sanctioned for various schools.

(9) *Increased contract grants for middle schools.*—An increase of Rs. 125 in the contract grant of each of the four schools was sanctioned, for the improvement of their libraries and for prizes.

(10) *Laboratories and scientific equipment.*—A type plan for a school laboratory has been worked out by the new inspector of science teaching, and steps are being taken to provide such rooms in the schools. Professor N. B. Macmillan framed a list of the apparatus required for the teaching of physics in the sixth standard, and Rs. 33,000 were sanctioned for the necessary expenditure in the Government schools.

(11) *Hostels.*—Rs. 1,74,827 were transferred to the Public Works Department for this purpose, the principal works dealt with being at Belgaum, Surat and Sholápur. In addition a hostel was built at Bijápur from Public Works Department funds. Rs. 1,00,000 have been reserved for Kárwár, Rs. 63,000 for Lárkána, Rs. 60,000 for Jalgaon and Rs. 16,000 for an extension at Godhra.

(12) *Supplementary grants to aided schools.*—These continued to be paid from the imperial recurring allotment of Rs. 60,000.

(13) *Additional Educational Inspectors.*—A proposal for the creation of a fifth division, with its head-quarters at Bombay, was submitted.

(14) *Inspector of science-teaching.*—This post has been created, and was filled by the transfer of Mr. H. E. H. Pratt from Karáchi.

(15) *Inspector of Drawing.*—This post also has been sanctioned, but no appointment has yet been made by the Secretary of State.

(16) *Development of secondary education in Sind.*—The Commissioner in Sind submitted towards the end of the year a scheme for developing secondary education amongst Mahomedans by a system of scholarships, and by building grants to suitable institutions.

(17) *Provision of clerks for schools.*—Those Government schools which had no clerk have now been given one at an additional cost of Rs. 8,400.

(18) *Medical Inspection.*—A scheme for the medical inspection of secondary schools, to cost Rs. 52,000 rising to Rs. 70,000, has been submitted. The Government schools have been provided with weighing machines, eye charts, and cards for the systematic recording of the weight, eyesight, and measurements of each pupil.

15. **High Schools for Boys.**—These increased from 138 to 141, of which 20 were Government, 4 municipal, 30 in Native States, and 87 under private management (aided and unaided). The new schools were one at Bombay, one at Lonávla, and one at Wái. The number of pupils increased from 45,441 to 47,588. The Anglo-Vernacular schools were 124 in number with 43, 269 pupils.

16. **Government High Schools for Boys (Anglo-Vernacular).**—The number remained the same, namely twenty; the attendance declined slightly from 7,389 to 7,356. Considerable increases at Sholapur (due to the extension of the building), Poona, and elsewhere were counterbalanced by considerable reductions at Ahmedabad (where the number had been temporarily allowed to exceed the sanctioned maximum), Shikárpur, Dhárwár, Sátára and elsewhere; these being attributed in some cases to plague, in some to the recognition of new high schools, and in some to greater strictness in admission and promotion. The total fee-receipts in all the Government secondary schools amounted to Rs. 2,68,244 as against Rs. 2,13,412 before the fees were raised, showing an excess for the year of Rs. 54,832. The previous excess amounting to Rs. 64,261 has been included in the budget of 1914-15, and is to be devoted to the improvement of the arrangements for the teaching of science.

17. At the end of the year Khán Bahádur Contractor retired from Elphinstone high school (700) after acting as principal for 3½ years; an able and trusted headmaster, he had served in all for 34 years, chiefly in Sind. There was a phenomenal number of changes in the staff, which was much drawn on for other institutions; nevertheless the Inspector found that efficiency had been maintained, and was on the whole satisfied with the work. The attendance declined slightly from 691 to 690. At the matriculation 73 passed out of 104, a non-Bráhmin Hindu winning the first Sanskrit scholarship. The School Final was passed by 7 out of 12, and the drawing examinations by 26 out of 48. The free studentships were distributed among 34 advanced boys, 4 Mahomedans, and 21 others. Prizes were distributed by Mr. Justice Shah. The Inspector pays a tribute to the excellent work done for many years by Mr. U. G. Diwan in connection with the games, and by Mr. Gazdar in connection with the drill.

18. Poona high school (300) was exceptionally fortunate in its staff, of whom Mr. K. V. Sane and Mr. Sardesai are selected for special mention. The number rose from 225 to 249, the average of the last ten years being about 235. The matriculation was passed by 28 out of 39, the School Final by 11 out of 17, and the drawing examinations by 10 out of 14. Free studentships were awarded to 18 advanced boys, 4 Mahomedans, and 9 others; many more are helped by scholarships or from the poor boys' fund. The boys' library has been thrown open to the whole school, and caution money abolished, with the result that the number of books issued rose from 485 to 865. A recent innovation is the releasing for games at 2-30 p. m. on Wednesdays of all boys who are not detained for idleness. The arrangements for games are unfortunately precarious, as the Deccan Gymkhana is in increasing need of its ground for its own purposes. The Inspector was fairly well satisfied with the work done.

19. Sátára high school (350) passed from Mr. M. S. Apte to Mr. V. V. Patwardhan, who was hampered by illness and plague; through the latter the school was closed for several months, and attendance declined from 335 to 310. There were many changes in the staff, and at the end of the year 8 out of 14 were only temporarily employed. The matriculation was passed by 14 out of 25, the late headmaster's son securing the first place; the School Final by 7 out of 15, and the drawing examinations by 3 out of 8. Of the free studentships 16½ were awarded to advanced boys, 4½ to Mahomedans, and 10½ to others. The Collector presided over the school gathering. An excursion was undertaken to Bombay, in connection with which the politeness of policemen and tram conductors is acknowledged. The hostel was practically completed, though not occupied. The Inspector was dissatisfied with the condition of the school, housed as it is in an unsuitable old palace in the heart of the city.

20. At the end of the year Mr. V. A. Sohoni retired from the Northcote high school, Sholápur (500), after witnessing the extension of the school buildings for which he had laboured long. Mr. Sohoni took special care to develop facilities for games of all kinds, Indian and English; and during the seven years of his stay at Sholápur the work and tone of the school greatly improved. There were 20 changes in a staff of 21. The number of pupils increased from 405 to 484, one being a Bráhmin girl of nine. Free studentships were awarded to 36 advanced boys, 13 Mahomedans, and 21 others. The matriculation was passed by 23 out of 36, the School Final by 18 out of 25, and the drawing examinations by 18 out of 27. An excursion was undertaken to Bombay. A hostel is under construction. The Inspector was fairly well satisfied, but calls for more uniformity of aim and method amongst the teachers. Prizes were distributed by the Director of Public Instruction.

21. At Násik high school (400) the number increased from 424 to 440; 8 Mahomedans who applied after the school was already full were nevertheless admitted. There were constant changes in the staff, and substitutes were very slow in turning up; one disappeared without notice after two days' work. Free studentships were awarded to 28 advanced boys, 5 Mahomedans, and 19 others. The matriculation was passed by 19 out of 27, the School Final by 13 out of 31, and the drawing examinations by 22 out of 33. The headmaster remarks that many more might have passed the School Final "had they been instructed by us to write the answer papers in history and geography in the vernacular." An excursion was undertaken to Bijápur and Sholápur. Prizes were distributed by the Subordinate Judge. The Inspector remarks that the pleasantest feature about the school is the playground; that in this school the low-caste boys are not treated as lepers or driven into corners; and that Ráo Bahádur Deshmukh has been doing very valuable work in attempting to keep boys away from evil influences.

22. Mr. G. V. Dange took charge of the Garud high school, Dhulia (450), where the attendance increased from 446 to 453. Free studentships were awarded to 29 advanced boys, 10 Mahomedans, and 18 others. Mahomedans increased from 34 to 38; and there were two Bhils, one being the young chief of Kathi, a Mewás estate in the Satpuras, and the other his relative. There were also one Mahár and one Mochi; the latter held the special reserved scholarship of Rs. 5, resided in the hostel, and showed satisfactory progress. The Matriculation was passed by 33 out of 39, the School Final by 8 out of 13, and the drawing examinations by 24 out of 30. Prizes were distributed by the Collector, and Mr. Marston, District Superintendent of Police, helped the boys with their cricket; one of them obtained a silver medal for wrestling at the Poona tournament. Excursions were undertaken to Bombay and Bijápur. The hostel filled up again with 64 boys; the average food charge for a Hindu being Rs. 8-11-6 a month and that for a Mahomedan Rs. 8-2-6. The Inspector found the school to be satisfactorily managed, except that no supervision of the boys on the playground was demanded of the staff, which was unfortunately rather deficient in men interested in games. The hostel lost an excellent superintendent in Mr. S. V. Vidvans, who was transferred.

23. At Dhárwár High School (475) Mr. B. Y. Jathar retired from the Headmastership after nearly 34 years' service, since recognized by the bestowal

of the title of Ráo Bahádur. Owing to greater strictness in admission and promotion the attendance declined from 474 to 440; of these 258 came from outside Dhárwár, and 68 of them were living under no responsible supervision. At the same time the inmates of the hostel declined from 96 to 79. Free studentships were awarded to 37 advanced boys, 15 Mahomedans, and 11 others. The Matriculation was passed by 45 out of 81, and the School Final by 33 out of 87; whilst 15 out of 22 passed the drawing examinations. The new playground was partly levelled, and games flourished. Moral discourses and lessons from the Bhagwadgita were given from time to time. The Inspector was not very favourably impressed by the work of the school. Admissions had been lax and exemptions from fees awarded without discretion, *e.g.*, a backward boy of 18 had been admitted free to the first standard. The average monthly cost of living in the hostel was about seven rupees for Mahomedans, eight for Lingáyats, and nine for Bráhmins.

24. At Bijápur High School (510) the new class rooms were taken into use and one block of the new hostel. Plague caused trouble for three months, and the attendance declined from 426 to 421. Free studentships were awarded to 39 advanced boys, 13 Mahomedans and 8 others. The Matriculation was passed by 14 out of 28 and the School Final by 10 out of 29; whilst 16 out of 19 passed various drawing examinations. Prizes were distributed by Her Excellency Lady Willingdon. The Inspector found the work fairly satisfactory, but the buildings in many ways unsatisfactory. The hostel has been built in an extraordinary manner, with no windows on the inner or west side. The headmaster remarks on the difficulty of securing permanent cooks and water bearers, and the exorbitant wages for which they ask; on several occasions the boarders had to fetch water and cook for themselves, and this tends to make the hostel less popular.

25. At Kárwár High School (350) the attendance rose from 251 to 267, of whom 168 came from outside the town. The Headmaster, Mr. K. S. Hungund, left on deputation and transfer before the end of the year and was succeeded by Mr. P. S. Chandavarkar. Of the free studentships 16 were awarded to advanced boys, 3 to Mahomedans and 13½ to others. The Matriculation was passed by 28 out of 45, the School Final by 17 out of 35, and the drawing examinations by 34 out of 40. The District Judge, Mr. Vernon, distributed prizes; and an excursion was made to Goa. The old police lines and parade ground have been transferred to the school as a site for hostel and playground. The Inspector reported the building to be inadequate and overcrowded. The fourth standard (the lowest in this school) showed clearly the results of inferior teaching in the feeder schools. The boys' library was good and that for the staff excellent. Discipline and manners were good and the progress books especially good; moral instruction was given.

26. At Ratnágiri High School (290) there were many changes in the staff, and the attendance declined from 238 to 219; of these 132 came from outside the town, but only 19 were to be found in the hostel which has accommodation for 60 or more. The Matriculation was passed by all the 25 boys sent up, the School Final by 12 out of 15, and the drawing examinations by 4 out of 7. The free studentships were distributed among 29 advanced boys, 2 Mahomedans, and 15 others; and the citizens of Ratnágiri arranged a benefit performance in aid of the poor boys' fund which realized Rs. 250. Prizes were distributed by the District Judge. Moral lessons were given, and many gatherings held. The Inspector reported that Mr. Dalvi had effected a great improvement in the school, his general impression of which was decidedly favourable; the games too were better organized, but required more encouragement from the staff. The opening of full high schools at other places in the district has interfered with the numbers in the school and in the hostel, and in the latter the cost of living is also a deterrent.

27. At the Sardárs' High School at Belgaum (535) attendance rose from 514 to 530, and many applications had to be refused; 263 of the boys came from outside Belgaum. The Matriculation was passed by 45 out of 84, the School Final by 18 out of 53, and drawing examinations by 34 out of 40. The manual training certificate was secured by 3 out of 4 presented. The

Inspecting Officer was dissatisfied with the smallness of the number, but Mr. Miller points out that in order to pass this examination a great deal of work out of school hours is necessary, and that his boys have many other interests besides carpentry with which to fill up their spare hours. During the year an exhibition of the work done by the class was held, which attracted many visitors, and the articles sold realized Rs. 131. The boys are becoming very keen over games, and as secretary for games Mr. Aga has done extremely well. The school was visited and addressed by His Excellency the Governor; and an excursion was undertaken to Goa. The hostel was nearly completed by the end of the year. Of the free studentships 27 were awarded to advanced boys, 10 to Mahomedans, and 16 to others. Work was greatly dislocated by plague for several months. In February Mr. Miller introduced an experimental "scout" system, which has been received with enthusiasm by the boys and masters and also by the public of Belgaum. He writes of it:—

"The objects of its introduction were:—to inculcate in the boys a spirit of practical morality; to enable headmasters to cope with new subjects which are from time to time added to an already overcrowded syllabus; to bring the masters into closer touch with the boys, and the headmaster with both; to give the boys a lively interest in matters not immediately connected with examinations; to encourage athletics of various kinds; to give those boys who are unable to secure prizes in the class room an opportunity of securing honours outside the class room; to give every boy in the school a perpetual incentive to keen and active work; to establish among the boys an ever-growing sense of responsibility. The results of the system cannot be apparent as yet beyond an almost feverish activity during the evening hours each day and the happy healthy appearance of the boys. Scouts however have assisted at local fires and at the annual cattle show, have helped one another in illness, and have begun to prove themselves useful members of society. Out of 330 boys in the school 382 are scouts at present. There is one danger in the system and that is that those boys who are not scouts may be neglected . . . . I cannot speak too highly of the valuable work which the masters have done. The new system has obliged them not only to do all their ordinary school work, but to spend hours daily out of school amongst the boys, teaching, supervising, encouraging and often taking part in the games and the various activities of the system. Later, when the boys have been promoted into higher ranks, the system will work of its own accord and will become of greater value year by year as the responsibility of the boys themselves becomes greater."

The annual gathering was addressed by Mr. Wren, and lectures were given from time to time by gentlemen from outside the school. The Inspector reported that Mr. Miller had succeeded in greatly improving the moral tone of the school; but that there were many boys in the higher classes who were clearly unfit for them, owing to undue laxity in admission and promotion.

28. At the Ranchhodlal Chhotalal High School, Ahmedabad (315), there were few changes in the staff. The number of boys was reduced from 373 to 331, the excess being due to a desire to find occupants of the new hostel, which seems to have been designed on too liberal a scale for a school of 315 boys only. Of the free studentships 9 were held by advanced boys, 7 by Mahomedans and 5½ by others; 9½ remained vacant for want of applicants. The Matriculation was passed by 53 out of 98, the School Final by 28 out of 57, and the drawing examinations by 70 out of 97. The school won all the trophies of the Ahmedabad Schools' Athletic Association. Prizes were distributed by the Rev. Dr. Taylor. An excursion was made to Baroda and Bombay. The Madhavlal Hostel intended for 108 boys was opened in January 1914 with 27 only, subsequently raised to 36 owing to a charitable grant for the expenses of poor students. The average monthly charge for food comes to Rs. 8-12-0. Of the 331 boys in the school 263 live in Ahmedabad and 31 have relatives there. The headmaster comments on the impossibility of securing satisfactory menials in Ahmedabad in these days on the present rates of pay. The Inspector reports that the school is quietly doing useful work.

29. At Nadiád High School (350) the number declined from 312 to 311. The free studentships were divided between 21 advanced boys, 7 Mahomedans, and 7 others. The Matriculation was passed by 29 out of 40, the School Final by 15 out of 27, and the drawing examinations by 24 out of 33. The hostel had 62 inmates, of whom 5 were Mahomedans; the average cost of living is Rs. 8-8-0. The annual prizes were distributed by Ráo Bahádur Godbole; the Darbár Day Sports' prizes by Mr. H. O. Quin, I. C. S. Excursions were made

to Abu and Pavagadh. The Abu party had the rare opportunity of playing cricket with the boys of a European school, and were very kindly treated by Mr. Dunne, the Headmaster. The other party also visited Dákor and Baroda, where they received every assistance from the Minister of Education. Pilgrim taxes amounting to nearly 150 rupees were remitted by the Maháráják of Sirohi and Danta. A medical examination of the boys was conducted by the class teachers with the help of a local doctor, and sight was found defective in 122 cases out of 311. The Inspector was much pleased with the general work of the school and its efficient management by Mr. J. K. Dalál.

30. The R. S. Dalal High School, Broach (385), lost its Headmaster, Mr. M. N. Adhyaru, in February by transfer to Káthiáwád; he has been succeeded by Mr. M. A. Pandya from Surat. The number declined from 350 to 340. The free studentships were divided amongst 26 advanced boys, 8 Mahomedans and 12 others. The Matriculation was passed by 34 out of 55, the School Final by 20 out of 35, and the drawing examinations by 26 out of 35. Excursions were made by one party to Ahmedabad, Ajmere and Jaipur; by another to Ahmedabad and Káthiáwád; and by a third to Ahmedabad and Abu. Nearly half of the expense was borne by the boys; and a prize was given for the best essay written on return. Prize distributions by the Collector and by the District Judge were held. The new hostel with accommodation for 60 was opened in July, but had only 20 inmates by the end of the year. The Inspector found the work of the school only fair; it is hampered to some extent by the fact of meeting in two different buildings.

31. At the Telang High School, Godhra (250), the total rose from 226 to 229. Of the free studentships 11½ were given to advanced boys, 4½ to Mahomedans and 5 to others. The Matriculation was passed by 12 out of 14, the School Final by 8 out of 8, and the drawing examinations by 25 out of 36. The hostel, intended for 44, had 51 inmates; quinine is regularly administered in the malarial season. Prizes were distributed by the Collector and Mrs. Hudson, and amongst the lantern lectures given one was attended by 80 parents and another by 100 ladies. Excursions were made by different parties to Bombay, Ahmedabad, Baroda and Dohad, where Messrs. Rájárám Ranchhod treated the boys as their guests. At the end of the year the Headmaster, Mr. F. D. Mehta, was transferred to Surat; in 6 years he has worked an immense improvement in the Godhra School, but unfortunately at the cost of his own health. The Inspector found the quality of education much improved and the discipline excellent.

32. The Sorábji J. J. High School, Surat (300), was disturbed by fewer changes than usual in the staff. The attendance declined from 302 to 270, this being attributed to the large number passing out from the highest standard. The Matriculation was passed by 36, the School Final by 16, and the drawing examinations by 33; the Headmaster has unfortunately omitted to state the numbers sent up. The free studentships were distributed amongst 22 advanced boys, 4 Mahomedans and 14 others, no deserving cases from the backward classes being rejected. No candidate presented himself for the scholarship reserved for the depressed classes. The Darbár Day celebrations of the schools of Surat were presided over by the District Judge. In this connection it is remarked that the new playground at the hostel, from which much was expected, turns out to be inadequate to the requirements. The hostel itself has been completed. The Headmaster complains that owing to the rise of wages menials can only be found or retained on the low wages sanctioned by Government by dint of humouring them in every way, lightening their work, and devising extra remuneration for them. He again notes many improvements in the Surat schools rendered possible partly by the enhanced fees and partly by increased grants. The Inspector found the work of the school very satisfactory on the whole.

33. The Byramjee Jeejebhai High School, Thána (360), was disturbed by plague, and the attendance declined from 310 to 293, of whom 181 were permanent residents of Thána town. The Matriculation was passed by 19 out of 24, the School Final by 3 out of 8, and the drawing examinations by 24 out of 27. The free studentships were distributed among 26 advanced and

14 backward boys; no Mahomedan applied. A reserved scholarship is held by a Mahár, who is reported to be very intelligent. The Inspector found the education given at this school fairly good, and the management by Mr. N. L. Phadke efficient, but thought that the teachers were overworked. Prizes were distributed by the Director of Public Instruction.

34. It is presumed that the three High Schools in Sind were inspected as usual in the course of the year, but if so no inspection reports have reached this office. Mr. Pratt quitted the Náráyan Jagannath High School, Karáchi (575), first on leave, and then on taking up the Science Inspectorship; Mr. Kishinchand U. Lalvani acts as Headmaster. Complaints are made of the numerous changes in the staff, the poor quality of recruits, and the difficulty of getting teachers for the Gujaráti side. The total number of boys increased from 515 to 529, and more than 100 had to be refused admission to the first standard. The Matriculation was passed by 21 out of 48, the School Final by 12 out of 20, and the drawing examinations by 25 out of 30. Free studentships were awarded to 36 advanced boys, 17 Maráthás, 4 Bráhmins, and 4 Mahomedans. Of the whole number 270 come from outside Karáchi. The games are well organized and looked after by Mr. S. D. Contractor, who also kept the cadet corps in a very efficient condition; in the Empire Day celebrations the cadets were complimented on their smart drill and excellent exhibition of physical exercises, and the Headmaster and Mr. Contractor were specially thanked by the committee. Three boys died of plague.

35. At Hyderabad High School (285) Mr. Khubchand J. Chainani reverted from Shikárpur in June 1913. The attendance rose from 263 to 285, of whom 50 came from outside; only 35 of these however resided in the hostel. The Matriculation was passed by 20 out of 39, the School Final by 11 out of 31, and the drawing examinations by 16 out of 25. Free studentships were allotted to 11 Hindus and 10 Mahomedans.

36. At Shikárpur High School (385) Mr. Kishinchand U. Lalvani reverted from Hyderabad in June 1913; when he proceeded to Karáchi in February Mr. Shakatsing Advani acted for him. The number of boys declined from 309 to 265, owing to the recognition of the Hopeful Academy and the Sukkur School as High Schools. The Matriculation was passed by 24 out of 37, the School Final by 24 out of 52, and the drawing examinations by 9 out of 11. Free studentships were awarded to 13 advanced and 15 backward boys. Prizes were distributed by the Collector.

37. Moral instruction is now given in the lower standards of the Government High Schools in Sind; most of the masters attended Mr. Gould's demonstrations, and follow the same lines. Mr. Kishinchand states that many of the stories in the departmental text books do not appeal much to the boys, the characters being somewhat shadowy; and that they are much more impressed by examples from every day life. Hindu traditions are not so strong in Sind as in the Presidency, and possibly many names which are familiar to the boys of Gujarát and the Deccan are unknown to the Sindhi. There appears however to be a reasonable variety in the books.

38. The important improvements of the year have been the giving of a clerk to each school, the introduction of systematic moral instruction in certain schools, and the provision of grants of Rs. 500 per school for excursions which have enabled large parties of boys to enlarge their horizon by visits to places of geographical, historical, or industrial significance. Mr. Wren also held a class for the purpose of explaining to teachers his views on scientific physical development. Schemes are in progress for the placing of science teaching on a sounder basis, and for the introduction of manual training. As to the permanent result of these activities Mr. Marrs is somewhat pessimistic. He insists, quite rightly, that modern methods, if there is to be a genuine return for the money spent on them, presuppose skilled and intelligent teachers, possessed of a great capacity for taking pains. They presuppose no less the co-operation of headmasters. A step in what is believed to be the right direction was taken this year by the deputation of certain headmasters and deputy educational inspectors to the secondary training college for a month

at a time, to see something of its ways and spirit. Four headmasters and two deputies attended it during February and March, and the rest will follow.

39. **Municipal High Schools for boys.**—These remained four in number, but the pupils increased from 1,020 to 1,067. The Pandharpur school had 199 boys; the building is good, but only one member of the staff has a teacher's certificate. The Edward Memorial School at Kaira continued to be inadequately housed and equipped, but showed some improvement in work, a headmaster having been lent to it. The school at Sukkur finds it difficult to retain the graduate teachers, but the Inspector was not unfavourably impressed by it on the whole. The fourth is the Lamington High School at Hubli, about which no details are forthcoming.

40. **Native States' High Schools for boys.**—These remained 30 in number, but the number of pupils rose from 8,050 to 8,549. While the school at Akalkot was reduced in status, that at Aundh was raised. The English work of the boys from Nándod (Rájpipla) impressed the School Final examiner very favourably. The authorities controlling the schools in Káthiáwád do not appear to attach much value to professional qualifications, and not a single candidate appeared for the Secondary Teachers' Certificate examination.

41. **Aided Anglo-Vernacular High Schools for boys.**—The number of schools increased from 46 to 55, and that of pupils from 16,208 to 18,061. Amongst those taken on the list was Bahadurji's Parsi Girls' School at Lonávla which is classed as a boys' school because it has more boys than girls. The Deccan Education Society's New English School at Poona, with 1,452 pupils, has outgrown its accommodation, but displays a progressive atmosphere; the same Society's school at Sátára has a good building and is excellently managed. The Nutan Maráthi Vidyalaya at Poona suffers from a bad building, but is improving its teaching. The somewhat isolated school at Junnar earned a satisfactory report. The management of the Parsi Charitable Institute and Benevolent Institution is highly commended. Of the aided schools in general Mr. Marrs remarks that, as the University no longer examines in geography, the subject is being neglected. The supplementary grants paid during the year have improved the salaries of the teachers and done a little for the equipment, but it cannot be said that the quality of the teachers has shown much improvement.

42. In the Southern Division five high schools were taken on the aided list. In the Northern only three out of eleven schools are housed in buildings specially constructed for the purpose. The Irish Presbyterian Mission School at Ahmedabad showed no improvement, whilst the same Mission's school at Surat continued to be well managed. The Sarvajanik High School at Surat has been moved to a better locality, and has arranged for a provident fund for the teachers. The hired rooms of the Union High School, on the other hand, are miserable and the equipment is unsatisfactory. Of the Nadiád schools the Coronation showed some improvement.

43. In Sind there was a good deal of activity during the year. The new building for the Hopeful Academy, which is nearing completion, promises to be a worthy addition to the educational buildings of the province, and does credit to the enterprise of Mr. Vadhumal and the people of Shikárpur. On the other hand the Nava Vidyalaya of Hyderabad had further misfortunes with its new buildings, and had to be accommodated in a building formerly used as a regimental hospital. The supplementary grants have made it possible for more graduates to be employed, and for the prospects of the other teachers to be improved. There are still too many young and inexperienced matriculates, but the necessity of appearing for the Secondary Teachers' Certificate is beginning to be realized, as the result of a certain amount of pressure, and 18 candidates appeared in 1913, of whom 7 were successful. Preparation for this examination is useful; but it cannot, of course, take the place of attendance at a training college. Of the Karáchi schools, the Sind Madressah and the Church Missionary Society's school continued to make very satisfactory progress. The staff of the former was considerably improved by an importation of graduates from Aligarh and Lahore; whilst the mission school is almost in advance of the

times, boys whose sight is believed to be defective being sent to a local oculist, and the majority of the masters and boys having been inoculated at the time of the plague epidemic.

44. **Unaided Anglo-Vernacular High Schools for Boys.**—These decreased from 22 to 15, and the pupils from 8,570 to 8,236. Ten of these schools are in Bombay. One is a night school with an honorary staff teaching, in a bad building, the matriculation course to peons, bill-collectors, and others, who pay fees ranging from 10 annas to 20 per mensem. Three are endowed schools with special fee concessions which would not be permitted in aided schools. In one the Inspector was told that "climate and products" were excluded from the course in geography. The New High School had 2,045 on the rolls, of whom over 400 were in the 7th standard; weekly lantern lectures are given, a record is kept of weight and measurements, and parents are furnished with reports by a qualified dentist on the state of the boys' teeth. The classes, however, are overcrowded, the number of boys in many ranging from 49 to 54. In the Aryan Education Society's School, with over 1,200 boys, there is much room for improvement in the methods of teaching; some classes had 50 or more boys in them; and only about 20 boys play games. In the Proprietary and Fort High School clay-modelling was taught by a master who had recently been to Europe for a special study of drawing and manual work. In all these schools there is only one teacher with a professional qualification, and he was formerly a Government servant. Of the unaided schools outside Bombay, the most important is the Proprietary High School at Ahmedabad, which was removed to a spacious building erected for the purpose; the attendance rose from 1,286 to 1,357.

45. **Middle Schools for Boys.**—These increased from 371 to 379, of which 6 were Government, 5 Local Board, 55 Municipal, 111 in Native States and 202 under private management (aided and unaided); this is an increase of 10 in Native States, and a decrease of 2 under private management. The number of pupils increased from 27,075 to 28,744.

46. Attendance at the Elphinstone Middle School (650) rose from 581 to 610, of whom only 105 were Bráhmins; 455 were other Hindus, 20 Mahomedans, 28 Pársis, and 2 belonged to depressed classes. The Maráthi side held 287, and the Gujaráti 323. Free studentships were awarded to 40 advanced boys, 1 Mahomedan and 32 others. A plot of ground was secured on the maidan for cricket; but there is no space or provision for drill or gymnastics. The Inspector found the organisation of the school defective in several respects, but noticed a striking difference in attitude, method, and power of imparting instruction between the temporary graduates and the trained men.

47. The Poona Camp Government English School (200) meets in a rented building. A decrease in the number of boys from 167 to 151 is attributed to plague. There were 37 Pársis, 6 Bráhmins, 16 other Hindus, 9 Jains, 2 Sikhs, and 81 Mahomedans. Free studentships were awarded to 2 advanced boys, 5 Mahomedans, and 1 other. Prizes were distributed by Mr. A. L. Covernton. An excursion was made to the glassworks at Talegaon. The Inspector reported that the school had an excellent reputation in the town, and that the headmaster (Mr. M. E. Daruvala) had done much for it, but that much remained to be done before it could be pronounced to be thoroughly efficient.

48. At the Government Middle School, Surat (280), the number declined slightly from 277 to 272. Of the free studentships 13½ were awarded to advanced, and 10½ to backward boys, of whom 3 were Mahomedans. Cricket is played in the school compound, but drill is taken in an adjoining street. The Inspector found the school to be fairly well conducted. At the Government Middle School, Ahmedabad (250) the number was brought down from 270 to 242. The free studentships were given to 10 advanced boys, 6 Mahomedans and 3 others. The boys undertook an excursion to Sarkhej at their own expense. The Inspector was favourably impressed with the general condition of the school.

49. There are also two Government middle schools at Aden. Four of the five Local Board schools are in Sind, where they are becoming somewhat

of a drain on the finances of the Boards. The Municipal schools in Sind impressed the Inspector favourably on the whole; and the Sehwan headmaster possesses a lantern and a camera and is able to prepare slides for himself. In one of the Bombay Municipal schools manual training is given to all the classes. The Anglo-Urdu classes at Násik showed no improvement.

50. Of the 38 aided schools for boys in the Central Division 10 are Anglo-Vernacular portions of night schools in Bombay. Of the rest Mr. Marrs writes:—

"Inspection reports on 26 are in my office, and I find that not a single one of the assistants in them is trained for secondary school work, and only one headmaster holds the teacher's certificate. In very few schools is there any evidence on the part of the teachers of any study of their profession. In the mofussil schools teaching is generally conducted on old-fashioned traditional lines. In Bombay teachers attempt the direct method in English, but a large number of them do so without reading a single book on the subject. Physical training is in many cases perfunctory. The following analysis of the staff in these 26 schools is apposite here. Out of 77 ordinary fulltime class teachers, 10 are paid Rs. 15 or less, 14 are paid from 16 to 20 rupees, 29 are paid from 21 to 25 rupees, and 14 are paid from 26 to 30 rupees. Two headmasters receive Rs. 20 or less. Changes in the staff are frequent."

The unaided schools remain so because they have not qualified for a grant, or because they do not wish to comply with some regulation. Of the Nágpáda Middle School, which is under the management of the Bombay Anjuman-i-Islam, it was reported that, though it is situated in a thickly populated Mahomedan quarter, the attendance had declined. A warning was given to the Khoja Khan Mahomad Habibhai School that recognition would be withdrawn unless there was improvement all round.

51. **Boys' secondary education in general.**—Of the Southern Division Mr. Lory writes that there is on every side an increasing demand for English education. Ráo Bahádur Godbole also remarks that the demand for English education is increasing, and that municipalities and private bodies or individuals are trying to meet this demand by opening schools which if worthy of help and recognition are recognized and aided by the Department.

"But speaking generally the instruction imparted in these schools is not of a satisfactory nature, though nothing can be said against the discipline and conduct of the pupils. Many schools of this type have insufficient accommodation, much less open space for physical exercise, insufficient and crude equipment, and the staff inadequate, sometimes unqualified, and generally poorly paid. There are no boys' libraries and private reading is scarcely encouraged."

In Sind Mr. Hesketh is trying to put an end to the system of proprietary schools by insisting on a committee being formed for the management of the school, the proprietor or manager being given a fixed salary. But even with a properly constituted committee there is sometimes a reluctance to devote the whole of the income to the improvement of the school.

52. **High Schools for Girls.**—These increased from 30 to 32, of which 2 were Government, 1 in a Native State and 29 under private management (aided and unaided). One school at Broach, one at Karáchi and one at Rájkot were added to the list, whilst one at Lonávla was transferred to the boys' list. The number of pupils increased from 4,039 to 4,290. The Anglo-Vernacular schools were 16 in number, with 2,102 pupils.

53. The High School for Indian Girls at Poona continues to be shown as a Government school, though by the agreement with the Maharashtra Female Education Society Government are only bound to pay the teaching staff, and all other requirements are to be provided by the Society. In September 1913 there were 27 Christians, 38 Jews, 1 Mahomedan, 136 Bráhmins and 42 other Hindus. At the end of the year there were 266 girls on the roll against 253 in the preceding year. The Inspector found the work of the school on the whole satisfactory.

54. No explanation is given of a fall in the attendance from 170 to 130 in the Government school at Ahmedabad; the girls excel in skipping, and have started an English library with more than 300 books at their own cost. A girl from the Monghiba School at Gondal passed the matriculation, being the

first girl from Káthiáwád to do so. It is to be feared that there is some danger of the girls' curriculum becoming overcrowded, as attempts are made to combine the teaching of feminine accomplishments with matriculation subjects.

55. Of some of the schools in her charge Miss Corkery writes:—

"No improvement can be chronicled in the housing of these schools, but a pleasing feature to be noted is that two of them, catering for the poorer classes, have been able to provide accommodation for games; the Ratanbai Panday School having secured a vacant spot at a nominal rental in the vicinity, while the manager of the Empress School, which is in a congested locality, has hired an additional room and reserved it for games and drill. A school which is steadily growing in popularity is the United Free Church Mission School, the numbers having risen from 54 to 113 within two years; 21 of these belong to backward classes who are not represented in either of the large Hindu girls' schools. The staff is a strong one, and the vernacular receives as much attention as, if not more than, the English. There are two hostels attached to this school, for Christians and Hindus respectively, and there are 18 boarders in the latter. The Alexandra School has made a good beginning with nature study. The children have taken a keen interest in the practical work, and devoted much time out of school hours to the subject; unfortunately the school mali did not share their enthusiasm, and during the vacation ruthlessly got rid of what he looked upon as rubbish, so that when the children returned from the holidays a row of empty boxes greeted their disappointed eyes."

56. **Middle Schools for Girls.**—These increased from 49 to 55 and the pupils from 3,589 to 3,925. Of these schools 1 was municipal, 3 were in Native States and 51 were under private management (aided and unaided). This shows an increase of 2 in Native States, and 5 under private management, whilst a municipal school at Sholápur was closed.

57. Miss Corkery mentions that in the Students' Literary and Scientific Society's School in Bombay the numbers have risen from 186 to 261 within the past two years, its strong points being the vernacular and Sanskrit. All the Central Division schools outside Bombay belong to missions, are under the supervision of European or American ladies, and are attended mainly by boarders; the largest belongs to the American Mission at Ahmednagar, and is likely to develop into a high school. These schools exercise a most excellent influence, and deserve credit as pioneers of secondary education for girls which otherwise does not exist outside Bombay and Poona, except for a few girls attending boys' schools.

58. In the Southern Division out of 7,560 students receiving secondary education in all classes of schools in the British districts only 38 were girls. A start was made with the teaching of English to 46 girls in the upper classes of the practising school attached to the Dhárwár Training College for Women, and this, it is hoped, will in time lead to a high school for girls. An English class for ladies was also started in June 1913, and is attended by 12; it is held for an hour and a half in the afternoon at a time convenient for married women.

59. In the Northern Division there are two schools of this class at Surat; of which the Vanita Vishram (with 44 pupils) is intended for Hindus, and has adopted departmental stardards; whilst Dr. Khambata's school (with 125 pupils) is intended for Pársis, and has adopted a tentative course to suit the special needs of that community.

60. In Sind there is an apparent decrease of 64 pupils in the New Girls' School at Hyderabad, owing to the pupils in the first two standards being excluded this year, as those standards are purely primary. The school maintains its reputation as a well-ordered and well-taught institution; one girl is being prepared for matriculation. The Nava Kanya Vidyala School now has a staff composed entirely of women, but has no compound and no room suitable for physical exercise. The English classes at the training college have been maintained in spite of the inconvenience caused by the failure to find a qualified assistant to carry them on.

61. **Girls' secondary education in general.**—I notice in several quarters indications that a demand for this is slowly springing up; the difficulty is that

at present there are only one or two or half-a-dozen girls in search of it at any one place. A few of these are admitted to boys' schools; but I am inclined to think that a more satisfactory solution for the present would be to encourage municipalities to add a competent teacher of English to their primary school for girls, where there seemed to be a demand. The objections which have been taken to the introduction of English into vernacular schools for boys, do not exist in the case of girls, or exist in a lesser degree; and indeed the Department has already set the example in the practising school at Dhárwár.

62. **Schools for Europeans and Anglo-Indians.**—The number of European schools increased from 43 to 44 through the addition of the Násik Home School; but the number of pupils declined slightly from 4,055 to 4,049, of whom 3,619 were Europeans and Anglo-Indians. If to this number are added the 1,014 Europeans and Anglo-Indians attending the English-teaching Schools, the total comes to 4,633 as against 4,190 last year. Of the 44 schools 9 are managed by Roman Catholics, and the rest (including 12 railway schools) by Protestant bodies. The total expenditure amounted to Rs. 5,84,626 towards which Provincial revenues contributed 36 per cent., whilst 37 per cent. came from subscriptions, endowments, etc. The fees averaged about Rs. 3-2-0 per mensem as last year. The Darbár and imperial grants have been of great value to the schools, especially in the direction of securing better teachers; much however remains to be done. The total number of teachers in the European schools was 332, of whom 35 possessed a University degree, and 193 were trained. The matriculation was passed by 33 out of 50 candidates (mostly Pársi and Hindu girls); the European high school examination by 33 out of 40; and the four Cambridge Local Examinations by 157 out of 271. Out of the 44 schools 18 have permanent hostels attached to them. The three training schools for mistresses were the same as in the preceding year, but had 10 more students in them. Building grants amounting to over Rs. 1,50,000 were paid in the course of the year, the principal items being Rs. 80,190 for a new building at Agripáda for the Scottish High School, and Rs. 62,500 for a new building for the Bándra Convent School. Equipment grants amounting to over Rs. 13,000 were also sanctioned. The larger schools are much alive to the necessity of modern methods; and there is no neglect of physical recreation. In addition to the boy scouts enthusiastic troops of girl guides have sprung up. The railway schools at Bhusával and Lonávla show a marked improvement; they have appointed graduates from British Universities as head-masters, and given them the status of officers of the company.

63. The number of English-teaching schools increased from 38 to 40, the new ones being a Convent School at Poona, and St. Ignatius' School, Arthur Road, Bombay. The number of pupils increased from 8,171 to 8,284, of whom 1,014 were Europeans and 4,516 were Indian Christians. The balance of 2,754 perhaps includes an excessive number who ought properly to be attending an Anglo-Vernacular school, but the question of limiting their numbers is one that requires careful consideration. Two more schools were taken on the aided list. The imperial grant of Rs. 6,000 is not sufficient to effect any substantial improvement in the teaching staffs; the Girgaum Girls' High School, for instance, which has not less than 14 teachers, gets a supplementary grant of Rs. 235 only, or not enough to give each teacher a rupee and a half extra a month. There were 390 teachers in these schools, of whom 37 possessed a University degree, and 112 were trained. These schools sent up only 123 candidates for the matriculation, of whom 98 passed.

64. Of the girls' schools of this class Miss Corkery says:—

"The supply of trained teachers is still insufficient to meet the demand; and many good teachers have fallen out of the ranks on securing more lucrative work as typists, telegraphists, or telephonists. Antonio D'Souza's School at Byculla is now located in a magnificent building which has almost reached completion. The Girgaum school has a strong staff and the quality of the work is excellent. This school and the Ferre Fletcher attract children of the wealthy classes, and the standard of English attained is most creditable to the managers. The majority of the remaining English-teaching schools are attended by Goanese and East Indians, for whom I think a modified curriculum is necessary. Very many of the pupils do not pass

beyond the middle stage, and so leave school improperly equipped to start life as good housewives. The growing interest taken in libraries has done much to improve the standard of English. In many of the schools the little ones from the 2nd standard eagerly avail themselves of books from the library, and the intelligent teacher is able to utilize this reading as a foundation for oral composition. Illustrations and picture postcards are more freely used to create an interest in the history and geography lessons. The staff of the Girgaum normal class has been strengthened, and since the allotment of additional stipends the outlook is more hopeful. The students who are under training for the kindergarten certificate are full-time workers, the practical and theoretical work is thorough and carefully supervised, and those who pass out from this class have no difficulty in securing lucrative posts; in fact I believe the students are bespoken before the results of the examination are known. The Clare Road Convent normal class labours under the disadvantage of recruiting teachers who work during the day and attend lectures out of school hours."

III.—PRIMARY EDUCATION.

65. **Programme.**—In paragraph 54 of my last annual report I gave the programme of suggestions for the improvement of primary education outlined in 1911. The following is a brief account of the progress made under each head :—

(1) *Giving trained teachers their full code pay.*—During the year Rs. 1,50,000 were distributed for this purpose, bringing the total amount given for the improvement of pay up to Rs. 6,33,690 recurring. In addition Rs. 4,184 were given to school-mistresses, bringing the total amount allotted to this purpose up to Rs. 15,880.

(2) *Extra accommodation for existing schools.*—During the year Rs. 6,83,800 were allotted to District Local Boards, and Rs. 1,56,960 to municipalities, in three out of the four divisions for free building and equipment grants ; but no portion of this was actually expended.

(3) *Extra equipment.*—The provision made for this is included under the preceding head.

(4) *Extra assistants for undermanned schools.*—Rs. 50,000 were allotted for extra assistants, bringing the total grant for this purpose up to Rs. 1,00,000. Rupees 4,800 were also given for extra assistants in girls' schools.

(5) *New schools.*—Provision was made for opening 497 new schools at a recurring cost of Rs. 90,400. The total number of new schools now comes to 2,381, and their cost to Rs. 4,49,172.

(6) *Scholarships in Urdu central schools.*—Proposals relating to such schools were referred to the Mahomedan Education Committee for report.

(7) *Scholarships for boys proceeding from rural to full primary schools.*—The only division asking for any was the Northern, to which Rs. 13,300 were allotted for the purpose.

(8) *Recouping the minus balances of certain District Local Boards.*—The only board in a difficulty was that of West Khándesh, to which a grant was made after the year ended. But all the Deputies have been instructed on no account in future to prepare budgets showing a minus balance, or with recurring expenditure in excess of the income.

(9) *Grants to certain boards to balance their accounts.*—An additional recurring grant of Rs. 15,000 was given to the East Khándesh Local Board for this purpose, as a special case. The total additional grants assigned to District Local Boards for a variety of educational purposes since the end of 1908 now amount to Rs. 20,06,697 recurring.

66. **Primary Schools for Boys.**—These increased from 12,169 to 12,790, showing a net increase of 621 ; the pupils increased from 7,23,515 to 7,50,985. There was an increase of 318 schools in the Central Division, of 166 in the Southern, of 45 in the Northern, of 47 in Káthiáwád, and of 57 in Sind. In Aden, however, the schools decreased from 33 to 21, and the pupils from 1,548 to 1,047. In this connection I may say that Mr. Y. H. N. Kassimi, Deputy Educational Inspector, Broach, was deputed to Aden for six months in 1910, again for three months in 1911-1912, and again for one month in October 1913 ; on this last visit he had little that was favourable to say about either the primary or the secondary schools, though it is only fair to observe that the work was examined in the middle of the school year.

67. During the year under report a factory school, supported from Provincial funds, was opened in connection with the silk and cotton mills at Poona. Ráo Bahádur Ramnarayan Amarchand gave a portion of his premises for the school, and also adjusted the hours of work to suit it. The number of pupils at the end of the year was 65. Attempts to open similar schools at Jalgaon and Sholápur were unsuccessful, as the mill-owners refused to co-operate.

68. **Local Board Schools for Boys.**—These increased by 462 from 6,610 to 7,072, and the pupils from 367,796 to 382,481. There was an increase of 264 schools in the Central Division, of 104 in the Southern, of 37 in the Northern, and of 57 in Sind. Of the 4,365 schools in the Central and Northern Divisions about 32 per cent. were held in local board buildings, and about 21 per cent. in rented buildings; the rest meeting in temples, *dharmashálás*, etc. The number of schools in which the rural standards were being taught (exclusive of Káthiáwád) was 4,875; the number of pupils in these schools was 183,163. The percentage of cesspayers' children was 66 in the Central Division, 71 in the Southern, 60 in the Northern, and 43 in Sind. The percentage of children paying no fees was 83 in Sind and 37 in the Northern Division (or if girls are included 44).

69. The people of several villages, especially in the Násik and Surat Districts, built school-houses at their own expense, or presented substantial buildings. Of the Central Division Mr. Marrs writes:—

"Of the existing schools, 30 per cent. have been established in the last five years. The Deputies generally feel that so long as the problem of securing fairly qualified men for the new schools remains unsolved, the results do not justify the money spent on them. It was once possible to staff such schools with men who had served five years as assistants. Now men with a few months' service have to be sent to small villages and left to themselves. Such men are rarely good teachers, and frequently make little attempt to work. At the present rate of progress matters will grow worse, as the villages where new schools are opened will be smaller and more remote."

70. From the extracts from the Land Revenue Administration reports for the year 1912-1913, forwarded to me for information, and from the remarks of those Collectors who have commented on the work of the year now under report, it appears that most of the Collectors at least do not support the indiscriminate opening of new schools in deference to a certain amount of clamour in the press and elsewhere. In illustration I may quote a few remarks by Mr. Mountford, the Collector of Poona:—

"The great need of the district is school buildings. What is wanted is a cheap shelter from the sun and rain, and not a substantial house. It is useless opening more schools at present unless we have the best possible masters. The education of no country is improved by increasing the number of *schools*. The number of *good masters* requires increasing instead, and in a new school the need of a good master is more apparent. I quite agree with the Deputy that we have gone far enough now in opening new schools, and the grant made for primary education should be expended in pay of the masters and accommodation for the pupils. Many are having their health and their eyesight ruined in dark and insanitary temples. An increase is urgently demanded in the pay of untrained masters, many of whom are excellent men and most popular in the village."

71. The introduction of the rural standards into the Northern Division caused a certain amount of outcry owing to the disappearance of the 4th and 5th standards in a number of cases. But when the standards were there the people did not care to avail themselves of them. In one district, for instance, 72 schools had on the average only 3 pupils in the 4th standard in each; and 53 schools had on the average only 2 pupils in the 5th standard in each. Formerly a master with five standards and the infants had six different classes to look after at once. Now he has only four; and if he has been given an assistant, each of them has only two. It is hoped that the infants will in consequence receive more attention than formerly.

72. In the Southern Division no less than 158 schools teaching the ordinary standards had passed on an average less than one pupil in the 5th and 6th standards during each of the last three years. Mr. Lory remarks that such schools had no pretensions to teach the full primary standards at all. At the same time he considers that the revised rural standards are too difficult. There is urgent need for a number of school buildings, and Government have promised large grants for the purpose, in consequence of which special temporary engineers have been appointed for the Dhárwár, Belgaum and Bijápur districts.

73. In Sind there was an increase of 3,163 in the number of pupils, to which Mahomedans contributed 2,080. Plans and estimates were prepared for a large number of new buildings to be erected shortly, and attention was

given to the selection of sites, for which a position just outside the village limits is generally to be preferred. After a good deal of consideration and experiment Mr. Hesketh thinks that he has evolved a satisfactory bench with a back to it, though he cannot afford to supply a desk also. The number of pupil teachers is being reduced; and steps are being taken to recruit more masters from the backward tálukas or districts, so as to dispense with the necessity of importing men from other parts to which they are always wanting to return. A good many conferences were held for the purpose of improving the teachers' methods. Progress is being made in the provision of libraries, but the number of suitable books in Sindhi at present is limited. Experiments will be made with school gardens, but Mr. Hesketh doubts if they will be successful unless some expert in the matter, from the Agricultural Department or elsewhere, is put to supervise them. Quinine continues to be distributed in most of the districts, and this is believed to have been successful both in reducing the amount of malaria and in popularizing the use of the drug as a prophylactic. A few of the Local Board schools have hostels attached to them, but only 40 boys make use of them; in fact, whilst it is so difficult to get boys to attend school in their own villages, they are not very likely to go as boarders to distant villages, and Sind seems scarcely ripe for any system of central schools. Mr. Hesketh writes that he is anxious to introduce systematic games into the primary schools.

"Gymnastics do not seem to appeal to the boys, and I have seen few schools in which any attempt had been made to use the horizontal and parallel bars. For formal physical exercise regular drill is likely to prove more beneficial. An exercise which has proved popular is the tug of war. It seems to me, however, that something more is wanted to help to fill up a boy's spare time. As far as I have seen, no initiative can be expected from boys or masters. For these reasons I welcomed the efforts of Mr. J. J. Abbott, I. C. S., Assistant Collector, Lárkána, to introduce football. The balls were provided by the neighbouring zamindárs, who in some cases also allowed the boys the use of a plot of ground. The results have exceeded my expectation. I was present at a tournament in which seven schools competed; the most striking feature was the keenness shown by the competitors, and also by the zamindárs and villagers. The game has also been introduced into the training college at Hyderabad. I have also asked the Principal to experiment in the direction of introducing indigenous games."

74. **Municipal Schools for boys.**—These increased from 743 to 771, and the pupils from 103,964 to 108,281. There was an increase of 18 schools in the Central Division, of 5 in the Southern, of 6 in the Northern, and a decrease of 1 in Sind. In Bombay itself 11 new schools were opened, 4 being Maráthi, 4 Gujaráti, and 3 Urdu; three were intended for children of the mill-hands, and the rest for depressed classes. The Poona City Municipality has only three municipal buildings amongst its 29 schools; owing to defects in administration it was found necessary to appoint a Supervisor, but the first appointment was not a success. The example of self-help set at Parola (East Khándesh) has been followed at Amalner, where a big building for 550 boys, estimated to cost about Rs. 34,000, has already been begun, and another for 80 girls has also been taken up; Mr. Joshi, the Mámlatdár in those parts, is keenly interested in education.

75. From Ahmedabad it is reported that the want of proper supervision the practice of private tuition, and other causes combine to lower the tone and efficiency of the municipal schools. This municipality, however, and a few others have tried to retain their experienced and competent teachers by giving them due promotion. In some cases a regrettable tendency to reduce the expenditure on primary education is noticeable, with the result that the teachers due for promotion have to be taken back to Local Board service, disturbing the schools and creating a good deal of correspondence and trouble.

76. Such transfers are rare in Sind, where a good many of the municipalities send their own men to the training college. In the municipal schools 60 per cent. of the masters are trained, in the Local Board schools only 35 per cent. This is mainly due to the rapid growth of the latter schools in recent years, the attendance having increased by 125 per cent., whilst the attendance in municipal schools has increased by 29 per cent. only. On the whole the municipalities are disposed to treat their masters generously.

77. **Boys' Schools in Native States.**—These increased from 2,497 to 2,553, and the pupils from 148,862 to 154,434. Little information is available

regarding most of them; but the low rates of pay prevalent, and the extensive employment of unqualified teachers, lead one to suppose that their condition must leave much to be desired.

78. **Aided Schools for Boys.**—These increased from 2,120 to 2,193, and the pupils from 93,197 to 95,067. There was an increase of 21 schools in the Central Division, of 48 in the Southern, of 7 in the Northern, and a decrease of 1 in Sind. Villagers frequently wish to have the indigenous schools in their midst replaced by Local Board schools, chiefly because the fees in the latter are lower. The experiment of aiding small indigenous schools from Local funds was continued, and 10 such schools, attended by 230 pupils, were awarded grants amounting to Rs. 270. In the Thána district there are 21 schools for Indian Christians, of which 2 are maintained by the District Local Board, 13 are aided from both Provincial and District Local funds and 6 are aided from municipal funds. In Sind aided primary schools are only found in a few places, and usually charge a good deal more than the municipal schools; most of them are badly housed.

79. **Night Schools.**—These declined from 178 to 172, but the number of pupils increased from 4,507 to 4,770. There was a loss of 8 schools in the Central Division, and of 2 in Sind, partly counterbalanced by an increase of 4 in Káthiáwád. In Bombay the Mahomedan constabulary are taking full advantage of the Sobani free night school. The experiment of holding night schools only thrice a week was tried in the Poona district, but failed to improve the attendance. Night schools are not popular either with the agricultural classes in the Sátára district. The condition of the Ahmedabad schools was reported to be unsatisfactory; the adult students are birds of passage, and the teachers do not trouble to impart much systematic instruction to them.

80. **Private Schools.**—These increased from 3,020 to 3,094, and the pupils from 80,858 to 82,695. There was a falling-off of 113 schools in the Central Division, and of 42 in the Southern; but an increase of 53 in the Northern, and of 107 in Sind. The number classed as advanced declined from 183 to 176; the number classed as elementary increased from 2,390 to 2,690; and the number not conforming to departmental standards declined from 447 to 228. Of the advanced schools, 110 teach Arabic or Persian, 50 teach Sanskrit, and 16 deal with other Oriental classics. The master of an East Khándesh school who was visited offered his pupils for examination in the sections of the Indian Penal Code, which he had made them learn by heart. The figures under this head are not very trustworthy, but the increase in the Northern Division is attributed to the opening of new Korán schools.

81. **Primary Schools for Girls.**—These increased from 1,199 to 1,271, and the pupils from 90,594 to 96,721. There are also many girls in boys' schools, so that the total number of girls under instruction in primary schools increased from 136,378 to 146,210. There was an increase of 13 schools in the Central Division, of 21 in the Southern, of 17 in the Northern, and of 17 in Sind. One such Government school was opened, namely the central Urdu girls' school at Poona. The Bombay Municipality opened two Maráthi schools and one Gujaráti. In an aided *pardah* Urdu school in Bombay instruction in first aid and nursing is regularly imparted by an experienced teacher to the higher classes. A Bráhmin girl of ten successfully competed in the last middle school scholarship examination at Poona, and also passed the Vernacular Final Examination. The Sátára Municipality has arranged for the teaching of English to girls in the 4th and 5th standards, and of music to all. An English class too has been attached to a municipal school at Sholápur. Attendance at the Chopda municipal school nearly doubled within six months after a mistress was put at its head. Thanks to the strenuous efforts made by the Collector, the total number of girls under instruction in West Khándesh rose from 1,276 to 2,144.

82. In Sind the inspector along with Major Murphy, I. M. S., visited several aided and municipal girls' schools, and found that the buildings were considerably better than those provided for the boys; both were struck by the healthy and cheerful appearance of the girls, which they thought might not be unconnected with the superiority of the buildings. Miss Brooke commends the

work of Mrs. Desai, the lady superintendent of the normal class at Karáchi, thanks to which 26 out of 34 mistresses in the municipal schools are trained. In the Hyderabad municipal schools 16 out of 20 are trained. In marked contrast to the methods of two other managers at Hyderabad Mr. Khanchand, the manager of the Hindu Reform Association's six schools, has got nearly every one of his teachers trained.

83. **Examination Results in Primary Schools.**—The total number of primary schools increased from 13,368 with 814,409 pupils to 14,061 with 847,706 pupils. The number of pupils in the upper primary stage decreased from 138,177 (including 10,529 girls) to 130,120 (including 10,670 girls). In the lower primary stage the number reading printed books increased from 403,451 (including 58,562 girls) to 414,963 (including 62,893 girls); the number not reading printed books increased from 272,781 (including 67,287 girls) to 302,590 (including 72,643 girls). The number of pupils presented in the higher standards in British Districts was as follows:—in standard V 18,591 (of whom 10,649 passed); in standard VI 9,192 (of whom 5,331 passed); in standard VII 3,602 (of whom 2,079 passed). This is an increase of 377 in the 5th standard, of 21 in the 6th, and of 151 in the 7th. The decrease in the total number of pupils in the upper primary stage is no doubt due to the abolition of a certain number of 4th and 5th standards in the schools converted from full primary into rural.

84. **General.**—In December 1913 Government issued a Resolution in appreciation of the proof given by the people of the Chopda and Erandol Tálukas (East Khándesh) of their practical interest in the cause of education by raising substantial funds (Rs. 59,000) to provide school houses, and for other objects, educational or agricultural. Since then the Collector has endeavoured to systematize Mr. Joglekar's scheme by forming taluka associations to take up the work of actual construction, and to collect further funds.

85. The experiment of holding small village schools in two batches (higher classes in the morning and lower ones in the afternoon) was tried in 24 schools of the Dhulia Táluka; but the people disliked the system, and it was abandoned. Moreover the children due for the afternoon session often went to the fields in the morning and stayed there all day. The experiment of giving a whole holiday on the bazaar day was also tried simultaneously in all the 55 schools of the same taluka; but the people resolutely set their faces against it, and it also had to be abandoned. In the Northern Division also efforts to adjust the school hours to meet the needs of special localities have not met with any real success.

86. Good work was done by teachers in the districts of Dhárwár, Belgaum, and Bijápur in assisting in the campaign of inoculation against plague. An inoculating officer in Bijápur reported that Mrs. Sakrava Gurubasappa, school mistress at Mulvad village, had rendered him much assistance.

"To set an example among the women of this village she got herself inoculated first of all, and thus succeeded in getting some of the girls of her school to follow her example. This is the first village girls' school where a school mistress has voluntarily aided this noble measure."

87. Amongst the special grants received during the year were one for giving code pay to trained teachers, and another for giving extra assistants to undermanned schools. The former gave great satisfaction, and complaints from trained masters on any ground whatever have been rare; in the Northern Division alone 736 men benefited by it, besides 68 women who profited by a separate grant. In the same division 183 extra assistants were given among 179 schools.

88. The revised standards for full primary schools were sanctioned as regards Maráthi in March 1913, as regards Kánarese in August, and as regards Gujaráti in September. The Sindhi standards are still under consideration. Revised Urdu standards for both boys and girls, providing for Urdu as the medium of instruction, were sanctioned in December 1913.

89. In October 1913 Government issued a Resolution dealing with the measures to be taken by the Educational Department in connection with the campaign against tuberculosis. The Government of India had suggested the giving of definite instruction in schools in the larger towns on the dangers of

tuberculosis; the establishment of special classes for tuberculous children who should be segregated from their fellows; and the establishment of open-air schools for children who are in poor condition and likely to become tuberculous. As regards the first suggestion lessons on hygiene are already being given. As regards the other two, Government expressed their willingness to afford special assistance to any municipality desirous of establishing schools of either class by paying three-quarters of the cost of the buildings and of the cost of maintenance. The only municipalities which have expressed any willingness to try the experiment so far have been those of Poona, Sirur, Sholápur and Chopda.

90. In making the above offer Government also endorsed the view that the provision of spacious, well ventilated, and hygienic school houses generally should be regarded as the most efficacious measure for the prevention of the spread of tuberculosis among children. To facilitate the provision of these by municipalities money for free building-grants has been reserved from one of the imperial grants, but in the year under report none of it was claimed. For rural areas it was suggested that experiments might be made as to the suitability of a cheap and airy type of building similar to that adopted in parts of Ceylon. It may be convenient if the information obtained from Ceylon is repeated here:—

"In the low country of Ceylon, and in the lower parts of the hill districts, schools are regularly held in buildings with dwarf walls and a roof supported by pillars. Such buildings are very suitable on sanitary grounds, and are also economical. Storage of furniture is provided for by constructing at one end of the building a small room which can be locked up, and into which all the smaller articles of furniture can be removed after school hours. Heavy articles such as benches and desks are very rarely stolen. If the length of the building runs from east to west it is very little troubled with sun in this latitude. But there are many places in which the wind is a serious difficulty, and a large number of the buildings of this type are provided with *tats* which can be let down if necessary. It may be added that many of the schools are in fine weather to a considerable extent actually open-air schools; in many cases quite half the children are taken out for the greater part of school hours to work under trees in the school compound. This is a great relief in the larger schools of two or three hundred children. It may be safely said that all those who have much to do with school work in Ceylon are agreed that the building with dwarf walls is much the most suitable for school purposes. Even a building of this type may become too hot if it is roofed with corrugated iron or the flat tiles imported from Calicut and Mangalore; but if it is thatched with straw or cadjan, or roofed with the locally made round tiles, it provides the most favourable conditions possible for teaching."

The presidents of the district local boards in Sind think that the type of building referred to is not suited to the climatic conditions of that province; and though elsewhere a few possible sites for such schools have been mentioned, no satisfactory type plan has yet been evolved.

IV.—EDUCATION OF SPECIAL CLASSES.

91. **Rajkumar College, Rajkot.**—Mr. Mayne returned to duty in November 1913. The number of Kumárs declined further from 31 to 26, owing to the dearth of eligible boys in Káthiáwád, Gujarát, and the Deccan; more than half the boys are sons of past Kumárs. The English staff has been strengthened by the addition of an assistant; and the senior science master has been put through a course of training at Allahabad.

92. **Girasia and Talukdari Schools.**—Attendance at the Gondal Girasia College declined further from 55 to 50; at the Tálukdári Girasia school at Wadhwan the number fell from 67 to 65. The number of children of these classes attending ordinary secondary schools remained 323; those attending primary schools increased from 2,470 to 2,809. The number of girls attending ordinary schools fell from 350 to 323. The Godhra Tálukdári school had 23 pupils instead of 22; and the Scott College at Sadra 37 instead of 32. There are hostels for boys of this class at Dhandhuka and Nadiád. In the Ahmedabad district the number under instruction declined from 1,178 to 1,043; and in the Kaira District from 77 to 66. Mr. Kadri, the Ahmedabad deputy, was able to induce the Mahomedan tálukdárs of Ránpur to send about 40 girls to a municipal school.

93. **Mahomedans.**—The total number of Mahomedan pupils under public instruction increased from 191,835 (including 37,038 girls) to 199,061 (including 39,666 girls). Those in arts colleges increased from 148 (including one girl) to 187 (including one girl), and those in professional colleges from 46 to 49. I notice that 123 passed the matriculation, 25 the intermediate, 14 the B.A., and 3 the M.A. examinations. The number in secondary schools increased from 6,027 (including 60 girls) to 6,406 (including 78 girls). The number in primary schools rose from 140,801 (including 22,240 girls) to 147,405 (including 24,643 girls). The number in special schools increased from 936 (including 31 girls) to 1,000 (including 41 girls); of these 275 (including 34 girls) were under training. The number in private institutions increased from 43,877 to 44,014, of whom 14,903 were girls. The School Final examination was passed by 56, and the Vernacular final by 475.

94. In the central division the total number of Mahomedans under instruction increased from 33,867 to 39,835. The only Mahomedan high school, that of the Anjuman-i-Islam at Bombay, has a good building, gives instruction in Urdu and religion, and grants liberal reductions or remissions of fees; yet it seems to be shunned by the community, those who can afford to do so sending their sons to European or English-teaching schools where neither their religion nor Urdu is taught, or else to Anglo-Maráthi or Anglo-Gujaráti schools. The post of special deputy inspector for Mahomedan schools was created in the course of the year, and Mr. B. H. Kazi, M.A., took charge of it in October 1913; his work is to visit and inspect Urdu schools with the assistance of the Urdu assistants, to enlist the help of leading Mahomedans, and to advise generally on matters connected with Mahomedan education. From his special point of view Mr. Kazi finds Sátára the most backward district; and is also dissatisfied with the Bombay arrangement of teaching four standards only. He comments on the irregularity of attendance, and the dearth of competent and qualified teachers; and reports that the new Urdu standards were received with hopeful delight, but that nobody desires that Maráthi should be discontinued. The number of Urdu schools in the division increased from 263 to 291, and the number of pupils from 18,366 to 21,198. Mr. Kazi wants more scholarships, central schools, and admission to the training college without the preliminary test. Mr. Marrs writes on these points:—

"A sum of Rs. 2,724 is already spent in giving scholarships. When there are nearly 40,000 Mahomedan children at school, the extension of a system of doles to induce Mahomedan children to attend school is a doubtful policy; but there are strong arguments for central schools where Mahomedans who would not otherwise be able to qualify for the teaching profession can be collected together. With the help of these schools much will be done to remove the shortage of qualified Mahomedan teachers, and the difficulty of securing suitable recruits for the training college will be lessened. One of Mr. Kazi's duties is to assist in the

selection of these men, and I am surprised to see that he proposes their admission without the preliminary test; the instructions issued to him and to the principal were that men obviously unlikely to pass the first year's examination were not to be admitted."

95. The central division was also provided with an inspectress for Urdu girls' schools. Besides visiting such schools the inspectress visited some two hundred families to urge them to send their girls to school, and addressed eleven meetings of "pardah" ladies. Several new schools have been opened in consequence. Special attention has been paid to a central girls' school at Poona, supported from provincial funds, in which there were at the end of the year 58 girls on the roll and 5 boarders.

96. In the southern division the special deputy, Khán Sáheb Pathan, who had done much for Mahomedan education, died towards the end of the year, and was succeeded by Mr. A. J. Bangi, B.A. The number of Urdu schools and classes increased from 250 to 278, and the number of pupils from 13,934 to 14,469. The percentage of Mahomedan pupils attending primary schools to the total number of Mahomedan children of school-going age increased from 19 to nearly 23 in Ratnágiri, and from 49 to nearly 55 in Kolába, but fell slightly in the four Kánarese districts owing to the prevalence of plague. The dearth of Mahomedan teachers is so great that even unqualified men are not available, and as many as 23 Hindus are employed in Urdu schools; whilst the knowledge of Urdu possessed by many is such that they cannot even teach the old course properly. Mr. Lory has proposed the creation of three central schools to meet some of these difficulties, as well as the giving of a special allowance to attract qualified teachers to Kolába and Ratnágiri.

97. In the northern division the total number of Mahomedans under public instruction increased from 26,277 to 27,726. In primary schools there were 21,963, of whom 11,484 were in Urdu schools; the total number of Urdu schools increased from 132 to 141. The Mahomedan deputies are of opinion that the present staff of the Urdu schools is thoroughly incapable of teaching the new standards through the medium of Urdu with any appreciable success. The Tankaria central school worked smoothly, and it has been suggested that similar schools should be established in other districts. An Urdu training class was opened experimentally in the Ahmedabad training college, and placed in charge of Mr. Farooqui; it opened with 24, of whom 11 soon disappeared, 9 being sent away by Mr. Farooqui himself on account of their hopeless ignorance of Urdu. These were teachers in Urdu schools.

98. In Sind Mahomedans now form 22 per cent. of the pupils in high schools. The percentage of boys in Local Board schools is now 47, the number having risen from 14,951 to 17,031. The appointment of mullas to selected schools has done a little to increase the attendance, but not much; still the experiment is a popular one, and Mr. Hesketh came across one school in which the mulla, having given up his indigenous school, was serving as assistant under his own better educated son. The percentage of Mahomedan masters in Local Board schools is 42. The mulla schools increased from 588 to 600, but the pupils in them declined from 14,654 to 14,495; only 397 boys were sent on by mullas to Local Board schools. A special deputy inspector of mulla schools has now been appointed experimentally in one of the districts.

99. For the Vernacular Final examination in the central division 200 Mahomedans appeared and 96 passed. In the southern division 150 appeared and 48 passed; of these 43 offered Urdu as an optional subject, but only 7 passed in this. In Sind 478 appeared (forming 48 per cent. of the candidates) and 286 passed (forming 46 per cent. of those who passed). In the northern division 143 appeared, and 45 passed. In this division the examination was for the first time held in Urdu simultaneously with Gujaráti; only three candidates presented themselves for the Urdu examination, and none of them passed. This arrangement is to be tried in the other divisions also in 1914.

100. A committee presided over by the Director of Public Instruction was appointed in the course of 1913 to consider and report on the special measures to be taken for the promotion of primary, secondary, and collegiate education and the education of girls among the Mahomedans of the Presidency proper.

In January 1914 Mr. Mahomad Yusuf Ismail placed at the disposal of Government a sum of eight lakhs of rupees for the promotion of the higher education of Mahomedan youths, and the best means of utilising the donation are under consideration.

101. **Aboriginal and Hill Tribes.**—The total number of pupils increased from 23,309 to 25,397, of whom over 19,000 were in the northern division, where however the Kolis and Dharalas of Ahmedabad and Kaira are not really aborigines. In this division four of the district local boards maintain special schools with hostels for pupils of this class. Of these the Godsamba school maintained its reputation, 8 out of 9 boys passing the vernacular final examination, and two of them taking the first two places in the district; two also gained admission to the training college. The Dohad Bhil school is also prospering under a head master specially brought from Godsamba.

102. In the central division the Poona District local board maintains 32 schools for these classes, 15 of which are under teachers of the same caste as the pupils. There were 20 Koli boarders at Ghoda. The want of suitable teachers is keenly felt in the Ahmednagar District, where the attendance in the Dang schools specially intended for these classes shows a considerable fall; many Kolis have left their villages in search of employment. An educational awakening is reported among the Konkani Kunbis in the Násik District, some of whom have been opening private schools. A Khándesh Tadvi and a Bhil, having passed the vernacular final, are employed as teachers; while another Bhil, who got the Major Probyn middle school scholarship, is attending the Anglo-Vernacular school at Nandurbár.

103. In the southern division the Dhárwár, Belgaum, Bijápur, and Kolába District local boards maintain special schools, one of these being a boarding school for Katkaris and Thákurs; the superintendent of this took six of the older boys with him on a short tour, travelling on foot and returning by steamer.

104. **Depressed Classes.**—The total number of pupils increased from 29,890 to 31,884. In the central division the number of boys increased from 14,742 to 16,092, and that of girls from 1,343 to 1,568. A girl from a Maráthi school in Bombay carried off a middle school scholarship; and except in Sholápur all the special scholarships were utilized. The efforts of the Depressed Classes Mission at Bombay and Poona are highly commendable. Mr. Marrs remarks that with improved accommodation a further increase in the number of pupils might be expected, and suggests that their position should be kept in mind in the preparation of standard plans.

105. In the southern division there were no candidates for the special scholarships except in Kolába and Belgaum; one was awarded to the Kolába boy. In Belgaum two Bráhmin teachers have voluntarily accepted posts in Dhed schools; and a Dhed woman who has completed the 5th vernacular standard has been engaged as a teacher. The Depressed Classes Mission has opened a Karnátak branch with headquarters at Hubli, where a boarding house has been established. Besides maintaining several schools the Mission offers medical help, attacks intemperance, and applies arbitration in case of quarrels. The total number of pupils increased from 7,489 to 7,626.

106. In the northern division the number increased from 6,036 to 6,456. Candidates for the special scholarships presented themselves only at Godhra and Broach, and the Godhra boy got one. In all the divisions together 29 candidates from these classes passed the vernacular final examination.

V.—SPECIAL INSTRUCTION.

107. The number of institutions for special instruction increased from 129 to 137, and the attendance from 7,055 to 7,881.

108. **Secondary Training College.**—Mr. Fraser proceeded on leave in the middle of the year under report, and was replaced as principal by Mr. Wren. The students were reported to be of average ability and zeal. The hostel for 20 students was occupied for the first time in June 1913, and in the absence of adequate protection from the rain was found rather uncomfortable. Great inconvenience was also experienced from the impossibility of securing satisfactory cooks and kitchen servants, as the service is not permanent. In the first term the Sindhia had to change their cook every month, dining out for several days during the interregna; in the second they were put to the expense of bringing one from Shikárpur. The Deccanis have a mess of their own; but the Gujarátis had to dine out, and the solitary Mahomedan was kindly accommodated by the Mahomedans of St. Xavier's.

109. An interesting experiment was instituted in February 1914, when two trained teachers from the Poona high school were set to work as instructors in four of the aided high schools in Poona. They supervised the teaching of a number of masters, and gave demonstration lessons, and lectures on theory, at which the average attendance was 32. If the managers of schools continue to cooperate with the instructors, this scheme will fill the gap very satisfactorily until the training college itself can be extended or duplicated. Great credit is due to Mr. K. Y. Acharya and Mr. K. V. Sane for the tact and ability with which they have carried out this work. The difficulty that is hardest to meet is that a number of teachers are either constantly changing, or are so busy adding to their salaries by private tuition, that they are left with little time or inclination to study the technique of their profession.

110. **Vernacular Training Institutions.**—At the Poona training college for men the number on the roll increased from 259 to 289, of whom 49 were in the third year and 114 in the second; the allotment for stipends was increased from Rs. 20,740 to 23,626. At the certificate examination in September 62 passed in the third year, 102 in the second and 142 in the first; altogether 306 passed out of 373 examined. Of Mahomedans 22 passed out of 28 examined; of the other backward classes 66 passed out of 85; and of the depressed classes 2 out of 3. At the ensuing entrance examination 347 competed, and 116 were admitted. Of Mahomedans 19 out of 24 were admitted; of the other backward classes 31 out of 73; and of the depressed classes all 3 who appeared. The grant for excursions was increased from Rs. 200 to 700; 116 students were taken to Bombay, Talegaon, Karla, and Mundhva, and 50 to Bijápur. As many of them come from remote villages these excursions are of great value. The college is now overcrowded, and in the hostel five students have to be placed in rooms intended for four. Plans for its extension were under consideration, but are now not likely to be carried out as they conflict with the scheme for town improvement which is also under consideration. The only alternative seems to be the opening of a new training school elsewhere, preferably in the Konkan. This would perhaps have been advisable in any case. In an overgrown training college it is difficult to supply sufficient classes for practice; the instruction becomes too theoretical, and men are turned out who can explain on paper how subjects should be taught, but who have not obtained a satisfactory training in the actual teaching. Accommodation is insufficient in the practising school, where the attendance increased from 175 to 176; the vernacular final was passed by 11 out of 14.

111. The Dhulia training school was in charge of Mr. R. K. Alekar, who retired from service at the end of the year. Owing to the provision of additional stipends the number of students rose from 136 to 165, of whom 79 were in the second year. Second year certificates were gained by 52; altogether 138 passed out of 141, among them being 19 Mahomedans, 3 Mahars, and

2 Bhils. At the entrance examination 228 competed, and 86 were admitted. Of Mahomedans 13 out of 29 were admitted; of the other backward classes 2 out of 3; and from the depressed classes 2 out of 4. The grant for excursions was raised from Rs. 200 to 553, and 79 students were taken to Bombay. The hostel, intended for 122 boarders, had to accommodate 165, but extensions are to be carried out. An assistant was added to the practising school, the pupils in which increased from 197 to 208.

112. The Poona training college for women was in charge of Miss Burn till June 1913, then of Miss Newland till February 1914, and then of Miss Payne. Owing to plague in Poona it had to be closed for three months. Additional stipends having been sanctioned, the number of students increased from 107 to 123. At the certificate examination 103 passed (in five classes) out of 114 presented. A notified entrance examination was held for the first time, when 45 candidates out of 49 were admitted. There were 5 Mahomedan candidates, of whom 2 were admitted; the rest were so little fit that they could only be admitted to the 3rd standard of the practising school. A great defect in the working of the college has been the small amount of practical work done, women being turned out at the end of a four years' course who had done little more than three days' ordinary teaching. The defect was due largely to understaffing, and this is being remedied. Excursions were made by 26 students to Mundhva paper mills and to Karla caves. The opportunities for recreation are not many, but there are three badminton courts. The numbers in the practising school had to be reduced from 321 to 298, as the building was overcrowded; the salaries of teachers in this school were reorganized, and two additional posts were sanctioned.

113. The Union training school at Ahmednagar continued its work with 66 students, and its grant was raised to Rs. 3,500; 27 passed out of 32 presented. There were 4 normal classes for women teachers in the central division, two of which were aided. At the normal examination for women teachers in aided Marathi schools 26 passed out of 45.

114. At the Dharwar training college for men the number of students increased from 315 to 319; 35 of these were Mahomedans, of whom 34 were under training for Urdu schools. At the certificate examination 19 passed in the third year, 147 in the second, and 136 in the first; altogether 302 passed out of 327. At the entrance examination 494 appeared, and 157 were admitted; 23 of the candidates were Mahomedans, and 16 of these were admitted. New classrooms were opened by His Excellency Lord Willingdon in November 1913. A detailed register is kept of all practical work done during the year by each student, and this record goes a long way towards determining his success or failure at the end of the year. The inspector considers the college to be in a high state of efficiency, and its administration by Mr. V. B. Joshi most successful. The students undertook an excursion to Hampi, and some of the boys from the practising school were taken to see the railway workshops at Hubli. The attendance in this school fell from 376 to 301, owing to the opening of a new municipal school, and to a change of hours in the municipal schools, which were formerly held at a less convenient time. In the hostel the average monthly boarding charge was Rs. 7-7-3 for Brahmins, 7-2-5 for Lingayats, and 6-10-4 for Mahomedans; proving once more that the rate of living of a Mahomedan is *not* necessarily more expensive than that of a Hindu.

115. In the Dharwar training college for women the number of students increased from 52 to 65, of whom one was a Mahomedan and another a Dhed. At the certificate examination in October 16 passed, and a third year class was instituted with 10 on its roll. The output of trained teachers for the year was three, of whom only one secured a second year certificate. The inspector considered that the college had been efficiently administered by Miss McAfee. The staff was considerably strengthened, more especially by the addition of Miss Fielding who rendered very great assistance to the lady superintendent. Of the 65 students 57 reside in the hostel, where a boarding house was opened for Brahmins and those who can dine with them. English classes are held for girls of the practising school who do not wish to enter the

college, and for married ladies from the town. The teachers' association started by Miss Newland had 58 members, and did some useful work. The students were taken on excursions to Hubli, Dudhsagar, Bijápur, Sitimani, Badami, and Gadag. The number of pupils in the practising school declined from 200 to 163.

116. At the Premchand Roychand training college for men, Ahmedabad, the number of students increased from 253 to 278, of whom 13 belonged to the special Urdu class, and 47 were untrained teachers. The rates of stipend were raised at a cost of Rs. 2,712, and 20 additional stipends were provided. At the certificate examination 44 passed in the third year, 52 in the second, and 149 in the first; 19 of these were Mahomedans. The number of Mahomedans on the roll increased from 31 to 34. At the entrance examination 541 candidates offered themselves and 118 were admitted; of 33 Mahomedans only two were fit to pass, but 12 more were admitted as an act of grace, and in addition 13 were retained in the first year as a special case. An excursion was made to places of historical or religious importance in Kathiawad. Two posts were added in the practising school, in which the number declined slightly from 235 to 228; the vernacular final was passed by 20 out of 28. The total number of trained men supplied by the college since its foundation in 1857 has been 2,464. At the end of the year Rao Bahadur K. P. Trivedi retired from the principalship.

117. At the Mahalaxmi training college for women, Ahmedabad, the number of students increased from 140 to 150, of whom 6 were Mahomedans. At the certificate examination 26 passed in the third year, 48 in the second, and 59 in the first. At the entrance examination 91 candidates appeared, and 44 were admitted; of 5 Mahomedans 3 were admitted. An excursion was made to Pavagadh, a manganese mine, and Baroda. During the absence of Miss Chubb on leave the college was efficiently managed by Miss Navalkar. The number of pupils in the practising school decreased from 150 to 143.

118. There are two aided normal classes for girls in this division, one at Ahmedabad and the other at Godhra, both conducted by missions. In both taken together the attendance fell from 59 to 46. There is also an unrecognized normal class for boys' opened by a mission at Ahmedabad. In Kathiawad attendance increased from 61 to 72 at the male training college, and from 33 to 43 at the Barton female training college; by the kindness of several Hindu gentlemen of Rajkot the students of the latter were enabled to make an excursion to Bombay.

119. At Hyderabad the provision of additional stipends in the training college for men caused the number to increase from 159 to 182, of whom 27 were in the third year and 66 in the second. In the first year 69 passed out of 92, in the second 48 out of 60, and in the third 28 out of 31, the net output of local board masters being 46. The inspector thinks that there has been an improvement in the work on the whole, the men showing more skill in the handling of a class, even though the college is now too large for adequate provision for practical work to be made. Excursions were made by two parties to a number of places of interest, the itineraries being carefully chosen. The number in the practising school declined from 180 to 173.

120. In the college for women at Hyderabad the number rose from 17 to 26, and 16 passed out of 22 presented. The number in the practising school fell from 112 to 96, of whom 24 are studying English. The pay of the headmistress was raised, and she was placed in the provincial service with the title of lady superintendent. Twenty new stipends of Rs. 10 were sanctioned for teachers from municipal or aided schools. The Church of England Zenana Mission training class at Karáchi has now been registered, and is likely to prove an efficient institution.

121. The total number of primary teachers has increased from 24,650 to 26,439; that of men from 23,245 to 24,875, and that of women from 1,405 to 1,564. Women are, therefore, 5·9 per cent. of the whole. Among the men trained headmasters increased from 4,579 to 4,641, and untrained from 5,525

to 5,920; trained assistants increased from 2,975 to 3,227, untrained assistants who have passed a qualifying examination decreased from 6,345 to 6,299 and assistants who are neither qualified nor trained increased from 3,821 to 4,788. The percentage of trained men declined from 32·4 to 31·6. This circumstance, along with the alarming increase in the number of unqualified assistants, must be attributed to the rapid multiplication of new schools, but does not speak well for the quality of the education that is likely to be imparted in them.

122. Among the women trained headmistresses increased from 448 to 488, and untrained from 114 to 116. The number of trained assistants rose from 166 to 217; that of untrained but qualified assistants from 25 to 62; and that of assistants neither qualified nor trained from 652 to 681. The percentage of trained women increased from 45·7 to 45.

123. The average pay of a trained headmaster in a primary school under a district cal board has risen from Rs. 23-10-9 to 25-8-10; under a municipal board from Rs. 30-13-4 to 33-4-2; in Native States from Rs. 19-4-3 to 21-14-5. The average pay of a trained headmistress in a primary school under a district local board has risen from Rs. 22-15-6 to 26-3-0; under a municipal board from Rs. 27-9-2 to 28-2-4; and in Native States from Rs. 19-9-9 to 20-10-8. For the untrained in local board service the average pay of a headmaster was Rs. 11-6-8; of a headmistress Rs. 11-7-9; of an untrained but qualified assistant Rs. 9-8-3 (men) and 8-3-1 (women); and of untrained unqualified assistants Rs. 9-4-9 (men) and 9-5-10 (women).

124. The experiment of local normal classes was so far successful that it was ordered to be continued and extended. In the central division the number of classes was raised from five to seven, with seven masters in each class undergoing a six months' course. In the northern there are six similar classes. The corresponding classes in the southern division are not normal classes at all, but continuation classes; their number was reduced from 13 to 6, each being held for 7 months. The extra cost of this rearrangement amounted to Rs. 3,250 initial and 4,524 recurring. In Sind their place is taken by a special class at Hyderabad, the continuance of which has been sanctioned up to March 31, 1917; it is reported to be getting less unpopular, and Mr. Hesketh remarks that the college has a marked civilising and stimulating effect even on these masters who are older than the ordinary students and who stay there for five months only.

125. **Sir J. J. School of Art, Bombay.**—The number of students increased from 366 to 372, of whom 245 were Hindus, 57 Parsis, 40 Indian Christians, and 18 Mahomedans. For the first grade examination in drawing 21 appeared, and all passed; for the second grade 20 appeared, and all passed; for the third grade 38 passed out of 39. For the drawing teacher's certificate 19 passed out of 22; in the draughtsman classes 71 passed out of 129; in the painting classes 75 out of 78; and in the modelling class 16 appeared and all passed. The pottery department had 7 students on its roll. Attendance at the Reay art workshops increased from 176 to 207. The annual excursion party (consisting of 10 students of painting) was taken to Delhi, where nearly 50 sketches of buildings were made. Their Excellencies the Governor and Lady Willingdon visited the school in February, and distributed prizes. The garden continues to be a most valuable adjunct. In the pottery the year was devoted to the testing and analysis of clays sent in by firms, individuals, or Native States; Mr. Fern was deputed for a month to Mysore to advise on the manufacture of bricks and tiles, and his report was highly appreciated.

126. **Drawing Classes.**—The number of these increased from 195 with 39,027 pupils to 221 with 42,873 pupils. The examination in the three grades was held as usual at various centres. In the first grade the number of candidates increased from 4,701 to 7,253, and that of passes from 3,608 to 4,725, the percentage falling from 76·7 to 65·9; 19 prizes were awarded. In the second grade the number of candidates decreased from 2,506 to 2,321, but the passes increased from 1,170 to 1,667, the percentage rising from 46·7 to 71·8; 12 prizes were awarded. In the third grade the number of candidates increased from 871 to 1,242, and that of passes from 783 to 1,144, the percentage

rising from 89·8 to 92·1; 107 prizes were awarded. The total number of candidates increased from 8,078 to 10,822, and the total percentage of passes from 68·8 to 69·6. The general standard of work sent in was satisfactory, especially in the third grade, where a large number of prizes were awarded for excellence of work. In fact, it appears that the standard may safely be raised; but the whole question of drawing in schools and of these examinations is at a standstill pending the appointment of an inspector of drawing and his arrival in Bombay.

127. **Victoria Jubilee Technical Institute, Bombay.**—The attendance at this institution increased from 319 to 337, of whom 217 were Hindus, 73 Pársis, 16 Europeans or Anglo-Indians, 15 Indian Christians, 11 Mahomedans and 5 Jews. The total expenditure of the institute amounted to Rs. 1,48,400. At the entrance examination in January 124 candidates presented themselves, of whom 117 were admitted; 75 of these elected the mechanical or electrical engineering course, 21 the textile course, 7 the chemistry course, and 14 the sanitary engineering and plumbing course. The average age of the students, who come from all parts of the country, was 18. The handloom weaving class seems to be doing useful work, but the local boards, who provide part of the scholarships, have in several cases stated their inability to get sons of *bonâ fide* weavers to attend the class. The 25th anniversary of the institute was celebrated in August 1913, when His Excellency the Governor presided. In the preceding June Government had issued a most important resolution dealing with this institute. It was decided to recognize it as the central technological institute for the Presidency; to extend its courses, at an additional recurring charge of Rs. 55,000 *per annum;* and to assist in its removal to a new site at Mátunga.

128. **Industrial and Technical Schools.**—The schools or classes were 67 in number, and the pupils 5,326; of these 31 were independent institutions, with 2,250 pupils in them. The general control of these schools was vested by the Government resolution referred to in the last paragraph in a committee of direction for technical education, which assumed charge on April 1st, 1914. The year under report was, therefore, the last of the old system of inspection. Professor N. B. Macmillan hopes that due credit will be given to the staff of the college of engineering for furthering, under great difficulties and disadvantages, and in the meagre time at their disposal, the cause of technical education in this Presidency.

"The chief disadvantage under which the inspection of these schools has hitherto been carried on is that there has been no proper machinery to give prompt effect to proposals made by the inspector. The control of many of the schools being vested in local boards, reports often remained ineffective year after year, teachers were appointed or dismissed without reference to the inspector or the Director of Public Instruction, and generally the initiative in such matters depended on the views of a dominating member of the board, who might or might not be qualified to give judgment in a matter concerning technical education. In some cases the attitude of the governing body is one of apathy, in others one of spasmodic and ill-advised activity."

129. The following remarks on individual schools are extracted from Professor Macmillan's report:—

Ahmednagar, Sir D. M. Petit School of Industrial Arts.—The standard attained in carpentry and drawing is very low this year. It seems to me that more attention is being paid to the commercial than to the educational aspect of this department.

Dhulia Technical School.—The *sastris'* class continues to do good work, and I am informed that its past pupils are in demand on public works.

David Sassoon Industrial and Reformatory Institution.—There is the usual good report on this school, but rather too much is seen of art drawing.

Belgaum, Manual Training Classes attached to the Sardár' High School.—These classes are very large, and Mr. Gendigiri is very keen, but I doubt whether this is the best kind of manual training for elementary classes attached to schools. There is not sufficient *interest* in it for the ordinary Indian boy. Simple work in paper, cardboard, and clay provides more interest.

Sukkur, Victoria Technical School.—When I visited the school two years ago I took some pains to point out faults and suggest remedies. I have recently learnt that not long after my visit the Superintendent had to retire through ill-health. Then for about a year the school

seems to have fallen into a deplorable condition. From this it was rescued by the Acting Collector, Mr. A. M. Macmillan, who visited the school, realized its state, and within three days had appointed a Superintendent of known qualifications. If this energetic action had not been taken, the school would probably be still without a Superintendent, and the grant of Rs. 5,000 sanctioned in 1913 would still be unspent.

Sátára, School of Industry.—This has shown slight improvement and will, I hope, in time outlive the *sobriquet* I have applied to it, "the school of indolence."

Ratnágiri, School of Industry.—This continues to be one of the most efficient and useful of its kind in the Presidency.

Bombay, J. N. Petit Pársi Orphanage Industrial Classes.—This continues to be, in my opinion, the model school of the Presidency. The instruction in elementary manual training has developed still farther this year; it is an adaptation of the Sloyd method. There is also a very marked improvement in the carpentry classes.

130. In reporting on the textile schools Mr. Pomfret draws attention to the urgent need of improving the salaries paid to the superintendents and teachers of the industrial and technical schools of this Presidency. He comments unfavourably on the prevalent habit of joining a class without deciding what one is going to do eventually, with the result that many boys, on getting a certificate of some kind, at once use it as a credential for obtaining a situation totally at variance with what they have already learnt. He recommends that while the number passing through the schools is so limited, and the standard of work attained so poor, preference should be given to the sons of craftsmen, as these at least would be able to profit by home influence.

131. **Reformatory Schools.**—No report has been received from the David Sassoon Institution, but it is known that the number of boys declined from 241 to 235. The accommodation is excellent, and the spacious compound gives ample room for recreation. At Yerávda the year 1913 opened with 164 boys and closed with 138, of whom 105 were Hindus, 24 Mahomedans, and 9 Christians. Fourteen boys (mostly out on licence) escaped, and ten were re-captured. Three died. Out of 44 admitted during the year 35 were illiterate. Of the 120 boys discharged during the last three years only 3 have been re-convicted, and 70 are known to be engaged in honest occupations; 39 are pursuing those learnt in the school. The new dormitories and other buildings were completed during the year.

132. **Commercial Education.**—The opening of a Government College of Commerce, affiliated to the University, has already been mentioned. In the Central Division the number of schools increased from 35 to 38, and that of pupils from 908 to 1,327 (including 30 girls). In the Northern Division the number of schools or classes increased from 7 to 8, but there were only 124 pupils. The Inspector of European Schools has returned two classes of this nature this year, one being connected with the Young Women's Christian Association, and the other with a Girls' Friendly Society at Byculla. The usual London Chamber of Commerce examinations were held in April and May 1913. The number of entries for the senior certificate increased from 576 to 718, of whom 270 passed; the number of entries for the junior certificate decreased from 172 to 164, of whom 29 passed. The number of institutions recognized for this purpose is 41.

133. **Schools for defectives.**—In the Central Division the number of such schools remained 5, but the number of pupils decreased from 139 to 134, of whom 28 were girls. In the Northern there was only one such school, that for deaf-mutes at Ahmedabad, where the number of pupils increased from 26 to 28.

134. **Other Special Schools.**—In the Central Division there were 10 Sanskrit schools with 494 pupils; 3 music schools with 1,799 pupils; and one Persian and Arabic school with 111 pupils. In the Northern there were 4 *páthshálás* with 280 pupils. In Sind the Nava Vidyálaya engineering class ceased to exist in October 1913, and the Sind College engineering branch is now the only engineering class in the province.

VI.—ADMINISTRATION AND MISCELLANEOUS.

135. **Administration.**—Owing to the great increase of work in this office a temporary post of Deputy Director was created, and filled by the transfer of Mr. Covernton from Elphinstone College. The Central Division was under Mr. Prior till the end of May 1913, when he went on combined leave preparatory to retirement; Mr. Wren held charge till August, when he was succeeded by Mr. F. W. Marrs. Amongst the deputies, Mr. K. G. Joshi was transferred from East Khándesh to Poona, and then to my office as head assistant. Mr. Brahme was transferred from Sholápur to Poona, and then to my office as acting assistant to the Director. Mr. G. G. Padhye became deputy in East Khándesh and Mr. R. L. Soman in Sholápur. A new post of special Mahomedan deputy for Urdu schools was created, and filled by Mr. B. H. Kazi, M.A., from the Rájkumár College. A Mahomedan *pardah* lady was appointed experimentally as inspectress of Urdu girls' schools in the same division. In the Southern Division Mr. Lory was considerably hampered by illness. In the Northern Ráo Sáheb Shastri concluded seven years of successful work as deputy at Surat, being transferred to the training college at the end of the year. In Káthiáwád Mr. B. K. Thakore was transferred from the post of Agency Educational Officer to Deccan College, and was succeeded by Mr. Adhyaru whose services were lent from Gujarát. In Sind two new deputyships were created, for Upper Sind Frontier and Nawábshah respectively; and a special deputy, with two assistants, was appointed for Mulla schools. The Sukkur deputy, Mr. Lakhimal A. Vasu, a very capable officer, died during the hot weather. Two additional Gujaráti assistants were appointed, one for Bombay and one for Karáchi. A conference of inspectors and others was held at Poona in August 1913.

136. The amount of work in many of the offices, due partly to the enormous Imperial grants, continued to increase and was found difficult to cope with. Educational enthusiasm is apt to wane when confronted by ten or twelve hours' work a day, continued for months or even years at a stretch. I have to acknowledge the assistance rendered by several careful and hardworking members of my own establishment. The clerical establishment of the deputies was again revised, and their menial establishment augmented by an additional peon all round. Some of the deputies have very heavy charges, and found the physical strain tell on them; in East Khándesh and one or two other districts some form of relief seems to be urgently needed. In Sind Mr. Hesketh chose only young and energetic men for six posts of assistant deputy that had to be filled; amongst the others he selects for special commendation Mr. Kishinchand G. Gidwani, who when acting as deputy in Thar and Párkar travelled 403 miles by road and inspected or visited 36 schools in one month, besides disposing of a heavy amount of office work.

137. **Departmental examinations.**—The vernacular final was held in September, when the candidates decreased from 7,602 (including 14 girls) to 7,546 (including 13 girls); the passes decreased also from 3,829 (including 12 girls) to 3,476 (including 11 girls); the percentage of passes fell from 50 to 46. I notice that the percentage was 50 in the Central Division, 41 in the Northern, 37 in the Southern, and 62 in Sind; the results thus being worse all round except in Sind. No explanation has been offered of this falling-off; but it is noted that in spite of the considerable number of boys passing this examination every year, it is not very easy to get hold of them for assistant masterships, as they can get better pay in other branches of employment.

138. The school final was held in November; the number of candidates increased from 1,413 to 1,580, and that of passes from 609 to 759, the percentage improving from 43 to 44. At the secondary teachers' certificate examination the number of candidates decreased from 56 to 51, and the number of passes from 32 to 30. The secondary teachers' college diploma was secured by 29 out of 34.

139. **Physical Education.**—The two aided gymnasia in Bombay were attended by 7 and 117 pupils respectively, two-thirds of them being Pársis. I gather from a paragraph in the public press that the Pársis themselves are looking seriously to the physique of their children, a medical examination of

those in the Bombay schools being conducted by an honorary staff of 35 doctors, including 8 ladies; advice cards were sent to the parents in the cases of no less than 1,265 children out of 1,503 examined. In October Mr. Wren was placed on special duty for a short time to prepare a manual of physical exercises, and to conduct a class in them. Representative masters were deputed to Poona for this purpose from the various Government schools; and the class, which lasted a fortnight, was attended by 27 Government teachers, 7 inspecting officers, and 4 teachers from aided schools. The work done was both practical and theoretical. Lectures were given on physiology, personal hygiene, the theory of muscular development, organic health, and general physical culture; demonstrations were given of exercises designed to develop and strengthen specific organs and muscles; and the class was instructed in the correct performance of selected exercises for boys, both junior and senior. The book not yet being ready, copies of Mr. Wren's report were distributed, and several of the masters deputed started practising the exercises when they returned to their schools; in other cases they were found several months later "waiting for orders," no attempt having been made to utilize what they had been deputed to earn. A large scheme for the medical inspection of our secondary schools was under consideration; in anticipation of its being carried out the Government schools were supplied with weighing machines and eye-charts. At Poona Captain H. S. Hutchison, I. M. S., delivered six lectures to teachers on plague, tubercle, cholera, and the like subjects.

140. **Moral Education.**—A resolution, issued by Government in July 1913, embodied the report written by Mr. F. J. Gould on his short tour in the Presidency, which was described last year. Government concurred generally in his recommendations, and have since appointed a consultative committee to foster the growth of the movement, as recommended by him. The first volume of Mr. Enthoven's extracts has not yet appeared in its vernacular form. Special time, however, is now allotted to the subject in the vernacular training institutions at Poona and Dhulia. The same is the case in several of the Government high schools, especially in those places where the teachers had the advantage of hearing Mr. Gould himself. One of the deputies, however, remarks that "the ill discipline in the homes of children will counterbalance any amount of instruction, or personal good examples in morals, received at school." Thus, one set of people tell us that moral training is entirely an affair of the home, and that it is unnecessary for the school to meddle with it; while another set tell us that it is useless for the school to meddle with it, since any good done will be counteracted by the home.

141. A very practical form of moral training has been introduced into the high school at Belgaum by Mr. Miller in his modified scout system, already described. This is perhaps the proper place to refer to two other practical efforts. Mr. Attar, the Belgaum deputy, has encouraged the formation of boys' co-operative societies in large schools, and has now 76 of them; they deal in articles of school use. I remember encountering a society of the kind in a school at Siddápur in Kánara in 1911. Mr. Kulkarni, the Bijápur deputy, describes a system of school dispensaries. Once a week the children subscribe handfuls of *jwári*, which is sold; the proceeds are spent on common remedies, the older boys search out child-patients suffering from suitable maladies and bring them to the school, and the master treats them. The master at Nidgundi collects four or five rupees a month in this way, and the demand for his simple remedies is more than he can supply.

142. **Visual instruction.**—A good deal of work has been done with the lantern this year. Lanterns have been supplied to all of the Government high schools (some of which immediately proceeded to put them out of order), and a certain number of sets of slides have also been circulated to them. I gave about 60 lectures myself whilst on tour. Mr. V. N. Ghate gave 76 lectures, chiefly in Maráthi, partly whilst accompanying me on special duty, and partly in addition to his ordinary work as an assistant deputy; a number of his lectures were addressed to vernacular teachers rather than to school children, and he has been indefatigable in this kind of work. In the high schools there is perhaps a tendency to throw this work always upon the science master; he may indeed

be requisitioned for the working of the lantern, but I see no reason why the others should not take turns at the rather troublesome work of getting up and delivering the lectures. Nearly a lákh of rupees was sanctioned for the purchase of stereoscopes and stereoscopic pictures to be distributed to the Government secondary schools and training institutions, and to a large number of local board schools; but the articles were not actually received before the close of the year.

143. **Teachers' Association.**—The Bombay association had 113 members. During the year several lectures and demonstrations were given; and Dr. C. Coutinho delivered two lectures on "Diseases and morbid conditions that render the presence of children at school undesirable, and the signs by which teachers may recognize them," for which Government paid an *honorarium* of Rs. 100.

144. **Students' Advisory Committee.**—This body met three times, whilst its executive board met monthly. Several questions connected with disabilities or hardships suffered by Indian students were taken up; and all the committee's recommendations for admission to the Inns of Court were accepted. The number of enquiries made in writing was about 252, and by personal visits 245. The number of students who proceeded to England with the knowledge of the committee was 25; of these, 4 went for a university degree and the I. C. S., 1 for a degree only, 10 for the Bar, 1 for the solicitors' examination, 3 for engineering, and 6 for medical studies. The number of those who expressed their willingness to be under Mr. Mallet's guardianship was eight.

145. **Books and Vernacular Literature.**—During the year revised editions were published of Maráthi readers I, III, IV, V, and VI; Gujaráti primer and readers II (girls'), III, IV, and VII; Kánarese readers VI and VII; and Sindhi readers I, III, and IV. The annual statement of the Sind book depôt is printed in the supplement. The year opened with a balance of Rs. 12,305; the sale-proceeds rose from Rs. 18,444 to Rs. 23,237; and there was a closing balance of Rs. 14,040. The Maráthi book committee considered 19 books during the year; the Vice-Principal of the Poona Training College reported on 186, revised 6, and scrutinized 5 new text-books. The thanks of the department are due to Mr. P. R. Godbole for having (at the cost of his own health) got through this mass of work, absolutely clearing off all arrears, and leaving the table clear for his successor; the amount of work accomplished being equal to that of about three ordinary years. Some of the books were very heavy, 14 volumes alone accounting for 10,000 pages. The Gujaráti committee had 60 books before it; the Ahmedabad Vice-Principal reported on 103, and revised 7. The Kánarese committee had 55 books before it, but only disposed of 3; the Dhárwár Vice-Principal reported on 18 and revised 1. The Principal of the Hyderabad Training College revised 19 books and reported on 18. It will be seen that the members of the Maráthi and Gujaráti committees at least deserve the thanks of the public for their voluntary and gratuitous services in this connection.

146. The Deccan Vernacular Translation Society rewarded 23 books and rejected 20, leaving 44 to be disposed of. Lectures were delivered as usual in connection with the Sassoon Mechanics' Institute and the Dnyan Prasárak Mandali, both of which receive grants. The whole of the allotment of Rs. 4,000 sanctioned for the encouragement of literature was spent. The whole of the *dakshina* fund was expended as usual, Rs. 3,387 being paid in rewards to authors.

147. **Libraries.**—The total number of libraries registered in this office was 254, of which 69 were in the Central Division, 87 in the Southern, 76 in the Northern, and 22 in Sind. The number last year was 216.

148. **Donations.**—Mr. Mahomed Yusuf Ismail's gift of Rs. 8,00,000 for Mahomedan education has already been mentioned. The sum of Rs. 40,000 was offered by Ráo Bahádur Rodda on behalf of the subscribers to an arts college at Dhárwár. Mr. Anant Shivaji Desai gave Rs. 75,000 towards the endowment of the high school named after him at Málvan. Mr. Yeshwant Anna Kunte gave Rs. 5,500 for establishing a scholarship to be named after his mother, Bái Saraswatibai, at Elphinstone College. Mr. Gulabdas Laldas Nanavati gave Rs. 3,500 for establishing certain scholarships in the Sarvajanik

High School at Surat. Mr. R. G. Kanade gave Rs. 1,000 to found a scholarship in Ratnágiri High School. The subscribers to a memorial to the late Mr. Ganpat Kedari gave Rs. 500 for founding a prize in his name in the School of Art. The King Edward Memorial Fund Committee, Anand, made over to the district local board of Kaira Rs. 951 for scholarships for pupils from the Anand táluka studying in the training college for women at Ahmedabad. Mr. R. M. Dalal of Kaira made over Rs. 100 to the municipality of that town for annual prizes to girls. Mr. D. H. Karaka, retired Deputy Collector, offered Rs. 10,200 for scholarships and prizes for Pársi boys studying in certain schools of Ahmedabad and Surat. Another retired Deputy Collector, Khán Bahádur Sorabsha Hormasji, gave Rs. 700 for prizes for Pársi boys in the Broach High School—three in memory of his son, and one in the name of Mr. Rothfeld, I. C. S. The Coronation festival fund committee of Surat vested a sum of Rs. 3,000 for promoting loyal celebrations of the anniversary. Mr. M. H. Kothavala of Godhra made over to the district local board Rs. 500 for awarding two loyalty medals for the best essays by pupils of the Telang High School, and also presented a silver shield to the school as a trophy for inter-class competitions.

149. **Plague.**—Plague appeared in all but two districts of the Central Division, and 11 teachers and 181 pupils fell victims to it. In the Southern also plague was much more in evidence than in the previous year, especially in the Dhárwár district; 14 teachers and 656 pupils died from this cause. The inspector notes the work done by schoolmasters in the way of getting themselves inoculated, and encouraging others to do the same; several were awarded certificates of merit. In Káthiáwád 9 pupils, and in Sind 4 teachers and 65 pupils are reported to have died. At the end of the year the number of schools closed on this account had increased from 96 to 164; the number of pupils affected was 15,336.

150. **Supplementary Tables.**—The six subsidiary forms giving full details of colleges and all kinds of schools are printed in the supplement to this report.

VII.—IMPERIAL GRANTS.

151. During the last three years large additional grants have been received from the Government of India, and it seems to be time to give a brief but comprehensive account of what has been, or is being, done with them. These grants are the 11 lákhs grant of 1911; the Darbár grant, 3 lákhs grant, and Rs. 60,000 grant of 1912; and the 7½ lákhs grant, 31 lákhs grant, and Rs. 5,93,000 grant of 1913. The non-recurring grants are taken first.

152. **Eleven lakhs grant of 1911.**—In March 1911 the Government of India made a non-recurring assignment of Rs. 11,02,000 for expenditure in connection with education. It was desired that the grant should be expended in two years, and that an adequate proportion should be given to the improvement or relief of deserving private institutions. This grant was made in response to certain demands, and the following table shows the demand, the allotment, and the expenditure under each head up to March 31, 1914:—

Object.	Demand.	Allotment.	Expenditure.
	Rs.	Rs.	Rs. a. p.
Arts colleges	11,000	.....	24,359 0 0
Institutes of science	4,00,000	1,50,000	1,50,000 0 0
Secondary training	1,83,000	1,00,000	1,00,000 0 0
Secondary schools	1,55,000	1,00,000	1,16,171 0 0
Primary training	92,000	92,000	84,818 0 0
Primary schools	Any amount.	1,00,000	1,00,000 0 0
Technical and industrial	5,94,000	3,00,000	2,25,753 14 0
European education	10,000	10,000	10,000 0 0
Hostels	3,44,000	2,50,000	2,37,852 0 0
Total ...	17,89,000	11,02,000	10,38,753 14 0

The following is a detailed account of the distribution of this money, grants to non-Government institutions being distinguished by an asterisk :—

	Rs. a. p.
Arts colleges—	
(1) For building a new bungalow for the principal of Gujarát College, Ahmedabad (the old one being made over to the professor of physics and chemistry in the Madhavlal Ranchhodlal science institute)...	24,359 0 0
Science institute—	
(2) Towards the construction of the Madhavlal Ranchhodlal institute of science, Ahmedabad	95,000 0 0
(3) Towards the construction of the Royal Institute of Science, Bombay	55,000 0 0
Secondary training—	
(4) For quarters for the staff and students of the secondary training college, Bombay	1,00,000 0 0
Secondary schools—	
(5) For the extension of Bijápur high school	20,000 0 0
(6) For the extension of the Northcote high school, Sholápur ...	43,171 0 0
(7) For the extension of the Garud high school, Dhulia	18,000 0 0
(8) For the construction of a new building for the Násik high school...	35,000 0 0
Primary training—	
(9) For the extension of the training college for men, Hyderabad ...	13,305 0 0
(10) For the extension of the training college for men, Dhárwár ...	43,423 0 0
(11) For the extension of the training school, Dhulia	12,000 0 0
(12) For the extension of the training college for women, Dhárwár ...	16,000 0 0
Primary schools—	
(13) For the re-construction of the buildings at the Reformatory school, Yeravda	37,000 0 0
(14)* For grants-in-aid for buildings and equipment	63,000 0 0

	Rs.	a.	p.
Technical and industrial—			
(15) For the construction and equipment of a mechanical engineering laboratory at the college of engineering, Poona	1,71,753	14	0
(16)* For the extension of the Ratnágiri school of industry ...	4,000	0	0
(17)* For extensions in the Victoria Jubilee Technical Institute, Bombay	50,000	0	0
European education—			
(18)* For repairs and furniture in the Cathedral high schools, Bombay.	10,000	0	0
Hostels—			
(19) For improvements in Elphinstone College hostel	18,170	0	0
(20)* Grant-in-aid to Wilson College hostel	76,000	0	0
(21) Towards the purchase of a site for the hostel for the Ranchhodlal Chhotalal high school, Ahmedabad	12,000	0	0
(22) For the purchase of a site for the hostel for the Sardárs' high school, Belgaum	18,000	0	0
(23) For the site and construction of a hostel for the R. S. Dalal high school, Broach	46,000	0	0
(24) For the extension of the hostel of the Hyderabad high school ...	9,728	0	0
(25) For the construction of a hostel for the Sátára high school ...	41,000	0	0
(26) For the construction of quarters for the superintendent of the Shikárpur high school hostel	16,754	0	0

153. It will be seen that of the whole amount expended Rs. 2,03,000 were given in grants to non-Government institutions. The expenditure year by year was as follows :—

	Rs	a.	p.
In 1911-1912	3,65,034	0	0
In 1912-1913	5,91,636	7	5
In 1913-1914	92,083	6	7
	10,48,753	14	0
Balance ...	53,246	2	0
	11,02,000	0	0

Thus, of the whole 11 lákhs, over 9½ were expended within two years as desired, and the remainder was expected to be fully expended in 1913-1914; but the erection of the new engineering laboratory at Poona has involved, not only the putting up of large buildings, but the designing, importing, and setting up of a large quantity of plant, and the delays incidental to this brought it about that the college was not able to expend the sum of Rs. 53,246-2-0 before the end of the third year.

154. **Three lakhs grant of 1912.**—In March 1912 the Government of India made a non-recurring grant of Rs. 3,00,000 for the improvement or erection of hostels. From this the following assignments were made, all for Government secondary schools :—

	Rs.
(27) For the Northcote high school, Sholápur	79,500
(28) For the Sorabji J. J. high school, Surat	62,500
(29) For the Sardárs' high school, Belgaum	72,000
(30) For the site and the completion of the Madhavlal hostel, Ahmedabad ...	17,217
(31) For the completion of the hostel for the Sátára high school ...	7,000
	2,38,217
Balance ...	61,783
	3,00,00

The expenditure from this grant year by year was as follows :—

		Rs.
In 1912-1913	... ...	72,667
In 1913-1914	... ...	1,65,550
		2,38,217

The balance of Rs. 61,783 has been added to the next following grant, also given for hostels, and the distribution of the combined sum is given in the next paragraph.

155. **Seven and three-quarters lakhs grant of 1913.**—In March 1913 the Government of India assigned a non-recurring grant of Rs. 7,75,000 for the construction of hostels. To this have been added the balance of Rs. 61,783 from the three lákhs' grant referred to in the last paragraph, and the sum of Rs. 46,501 being the savings in 1912-1913 from the Darbár recurring grant of Rs. 48,000 for hostels, which will be referred to again below. Thus, for the erection or equipment of hostels we had altogether Rs. 8,83,284.

This has been apportioned as follows, grants-in-aid to non-Government institutions being distinguished by an asterisk as before :—

	Rs.
(32) For improvements in the Elphinstone College hostel	4,500
(33) For improvements in the Gujarát College hostel, Ahmedabad ...	5,875
(34)* For a new hostel at the Dayaram Jethmal Sind College, Karáchi ...	1,00,000
(35) For sanitary improvements in the hostel of the College of Engineering, Poona	13,450
(36) For a new hostel for the same college	74,350
(37) For a hostel for the new Government high school at Jalgaon ...	60,000
(38) For a site for a hostel for the Násik high school now being provided with a new building...	10,000
(39) For servants' quarters and new furniture for the Ratnágiri high school hostel	3,300
(40) For improving the water-supply and for other improvements in the Nadiád high school hostel	16,694
(41) For improvements in the Broach high school hostel	3,877
(42) For extending the hostel of the Telang high school, Godhra ...	16,990
(43) For water-supply and furniture for the new hostel of the Sorabji J. J. high school, Surat	4,125
(44) For a hostel for the new Government high school to be erected at Lárkána	63,000
(45) For a site and buildings for a hostel for the Kárwár high school ...	1,00,000
(46) For water connections and other necessaries in the new hostel for the Sátára high school	2,371
(47) For improvements in the Laxmibai Dev hostel attached to the Garud high school, Dhulia	3,150
(48) For dining-rooms at the Shikárpur high school hostel	16,000
(49)* For a grant-in-aid of two hostels (one for Christians and the other for non-Christians) to be erected by the Free Church Mission in connection with their girls' high school in Bombay	70,000
(50)* Towards the construction of a hostel for St. Vincent's high school, Poona.	15,000
(51)* Towards the cost of a hostel for the Tharushah Anglo-vernacular school (Sind)	13,000
(52)* For a hostel for the Anglo-vernacular school at Mithi (Sind) ...	10,000
(53)* Towards the construction of a hostel for St. Patrick's high school, Karáchi	26,666
(54)* Towards the construction of an additional hostel and dining-room for the Sind Madressah, Karáchi	90,000
(55)* For a hostel for the Mahomedan central school at Tankaria (Broach) ...	5,400
(56)* For a hostel for the Bhil central school at Diva (Broach)... ...	5,400
(57)* For a hostel for the Kaliparaj central school at Godsamba (Surat) ...	6,000

		Rs.
(58)*	Towards the cost of four hostels required by the S. P. G. Mission schools in the Ahmednagar district	10,000
(59)*	Towards the construction of a hostel for tálukdári boys at Nadiád, the balance being subscribed by the tálukdárs	25,000
(60)*	Towards a hostel for the Y. M. C. A. branch at Byculla, Bombay ...	25,000
(61)*	Towards a hostel for the Y. M. C. A. branch at Poona	7,000
(62)*	Towards the construction of a hostel for the Tyabia (Mahomedan) Orphanage at Poona	22,000
(63)*	Towards a hostel in connection with the Depressed Classes Mission work at Poona	20,000
(64)*	For quarters for the staff and servants of the Victoria Memorial School for the Blind, Bombay	25,000
		8,72,948
	Reserve with Government ...	10,336
		8,83,284

It will be seen that of the whole amount allotted (Rs. 8,72,948) Rs. 4,75,466, or more than one half, were assigned to grants-in-aid. St. Patrick's school, Karáchi, subsequently withdrew its claim (item 53), so that this amount (Rs. 26,666) must be added to the reserve shown above, making a total reserve at present of Rs. 37,002 available for excesses in the estimates or unforeseen demands. Though all of this amount was allotted in 1913-1914, very little of it was actually spent. Indeed, the actual expenditure was only Rs. 15,297-6-10.

The position at the end of the year may be thus summarized :—

	Rs.
Total amount available for hostels ...	8,83,284
Amount spent in 1913-1914	15,298
	8,67,986
Amount pledged though not spent ...	8,30,984
Balance unpledged	37,002

156. **Thirty-one lakhs grant of 1913.**—In March 1913 the Government of India made a non-recurring grant of Rs. 31,00,000 for the improvement of education. It was allotted for the following objects :—

	Rs.
For the University	2,00,000
For arts colleges and secondary schools	4,00,000
For elementary schools (*i. e.*, the erection and equipment of vernacular schools and institutions)	12,50,000
For educational hygiene, gymnasia, playgrounds, swimming baths, gardens, reading rooms, common rooms, etc. (to make a start in placing education upon a broader basis)	4,00,000
For manual instruction, toencourage the much-needed introduction of manual training into schools	1,00,000
For girls' schools, technical and special schools	3,00,000
For European education (*i. e.*, for the improvement in buildings and equipment in schools for the domiciled community, including railway schools) ...	4,50,000
	31,00,000

157. *Grant of Rs. 2,00,000 for the University.*—This was for capital objects intended for the development of University work, and is subject to the approval by the Government of India of a scheme for its utilization. The amount was paid over to the University, and for my purposes is taken as expended.

158. *Grant of Rs. 4,00,000 for arts colleges and secondary schools* (the heading given by the Government of India also included training institutions).—This had been allotted as follows up to the end of March 1914:—

	Rs.
(65) For furniture and equipment at Elphinstone College Rs. 3,125, and for the library Rs. 6,000	9,125
(66) For the library at Deccan College	3,000
(67) For the library at Gujarát College...	3,000
(68) For installing a lift in Elphinstone College	10,137
(69)* Grant towards improving the arrangements for teaching science in the Dayaram Jethmal Sind College	25,000
(70) For the re-construction of the building of the Hyderabad high school ...	51,094
(71) For providing the apparatus required for teaching the new course in physics in the 6th standard of Government high schools	33,000
(72) For the completion of the building of the new Government high school at Jalgaon	25,151
(73) For furniture for the same school	10,545
(74) For initial non-recurring charges for equipping and starting the school...	7,300
(75) For additional furniture for the Northcote high school, Sholápur ...	2,500
(76) For improvements in the high schools at Poona, Sátára, Sholápur, Surat, Nadiád, Thána, Broach, and Karáchi, and the Poona Camp school ...	5,749
(77) For supplying pictures to 27 Government schools	2,700
(78) For supplying maps to the same	5,500
(79) For improving the boys' libraries in 24 schools...	2,400
(80) For equipment for the hostel of the secondary training college, Bombay...	400
(81) For adding an upper floor to the principal's quarters in the training college for men at Dhárwár	3,844
	2,00,155
Balance unallotted at the end of the year ...	1,99,845
	4,00,000

The actual expenditure during the year (sums transferred to the Public Works Department being taken as expended) was Rs. 39,801-10-6.

159. *Grant of Rs. 12,50,000 for elementary schools.*—To this was added a sum of Rs. 1,47,821, being the savings in 1912-1913 from the Darbár recurring grant, to be referred to subsequently. Thus the total amount available for the erection and equipment of vernacular schools and institutions was Rs. 13,97,821. Up to the end of March 1914 this had been dealt with as follows:—

	Rs.
(82)* Grants-in-aid for buildings and equipment to district local boards in Sind	2,43,800
In the Northern Division	2,40,000
In the Southern Division	2,00,000
(83)* Grants-in-aid to 46 municipalities in the same divisions	1,56,960
(84) For re-constructing the Humby schools at Manora (Karáchi) ...	37,721
	8,78,481
Balance unallotted at the end of the year ...	5,19,340
	13,97,821

The amount actually expended during the year was Rs. 58,569-2-6.

160. *Grant of Rs. 4,00,000 for educational hygiene, etc.*—This had been allotted as follows up to the end of March 1914 :—

	Rs.
Colleges—	
(85) Elphinstone College, tennis courts and pavilion	10,000
For reading room	1,000
Gujarát College, students' common room	10,000
Improving and fencing the compound	10,029
Tennis courts and improving cricket ground	3,100
Secondary—	
(86)* Honorarium for two lectures dealing with common diseases of children, for the benefit of teachers in Bombay	100
(87) Deputation of Mr. Wren to instruct masters selected from Government secondary schools in a system of physical exercises, and to prepare a manual	4,012
(88) For acquiring or improving playgrounds for the high schools at Godhra, Thána, Karáchi, Hyderabad and Surat	14,044
Primary—	
(89) For levelling and laying out part of the compound of the Dhárwár training college for men	1,300
For gymnastic apparatus and reading room at the Hyderabad training college for men	1,100
(90) For drill hall and apparatus and teachers' room at the Dhárwár training college for women	8,100
For improving the compound at the Hyderabad training college for women	500
(91)* Grants to district local boards for providing gymnastic apparatus and gardens in the Southern Division	7,600
In Sind	8,500
Special—	
(92)* Grant to the Y. M. C. A., Karáchi, towards the cost of gymnasium, library, recreation rooms	15,000
Visual instruction—	
(93) For lanterns and slides for the inspecting staff...	20,000
For sets of the visual instruction committee's slides, partly for the inspecting staff and partly for secondary schools	6,450
(94) For the deputation of Mr. V. N. Ghate to prepare orders for the above...	428
For his deputation for a year to coach the staff and as a lantern demonstrator	3,786
(95) For stereoscopes and stereoscopic photographs sufficient for 24 Government secondary schools and 10 training institutions	18,156
(96)* For the same, sufficient for 1,903 local board schools	81,829
	2,25,014
Balance unallotted at the end of the year ...	1,74,986
	4,00,000

The amount actually expended during the year was Rs. 28,813-5-9.

161. *Grant of Rs. 1,00,000 for manual instruction.*—The only amount allotted was the following :—

	Rs.
(97) For extending the workshop at the Dhárwár training college for men ...	6,056
Balance unallotted at the end of the year ...	93,944
	1,00,000

The actual expenditure was Rs. 2,500. Proposals for utilising the grant were then under consideration and have since been sanctioned.

162. *Grant of Rs. 3,00,000 for girls', technical, and special education.*— To this were added Rs. 54,221, being the savings in 1912-1913 from the Darbár recurring grant for girls' education; and Rs. 40,002, being the savings in that year from the Darbár recurring grant for technical education. Thus the total amount available was Rs. 3,94,223, from which the following had been allotted up to the end of March 1914:—

	Rs.
Girls—	
(98)* Grants-in-aid to 10 girls' schools at Bombay, Poona, and Ahmednagar, for buildings, playgrounds, furniture, library books, or other equipment.	69,996
(99) For books and equipment for the training-college for women and high school for girls at Ahmedabad	3,225
(100)* For pictures, kindergarten gifts, and sewing-machines in local board girls' schools in the Southern Division	11,000
Technical—	
(101)* Towards the cost of the scheme for transferring the Victoria Jubilee Technical Institute to a new site and developing it	1,50,000
(102)* Grants-in-aid for various purposes to 11 technical or industrial institutions at Bombay, Dhulia, Sátára, Pandharpur, Bárámati, Sholápur, and Ahmednagar	8,670
(103) Equipment in the School of Art, Bombay	1,605
Special—	
(104)* Grant to the Tálukdári Girásia school at Wadhwán	20,000
Medical—	
(105)* Towards the endowment of the college of physicians and surgeons, Bombay (transferred at the suggestion of the Government of India)...	1,00,000
	3,64,496
Balance unallotted at the end of the year ...	29,727
	3,94,223

If from the whole sum of Rs. 3,94,223 we deduct the last two items, the balance available is Rs. 2,74,223. The items relating to girls' education total Rs. 84,221; and the Darbár saving was Rs. 54,221. The difference is Rs. 30,000 which represents the amount applied to this purpose from the whole grant of Rs. 3,00,000. After deducting Rs. 84,221 from Rs. 2,74,223, the amount available for technical education is Rs. 1,90,002; the items relating to this total Rs. 1,60,275 and the balance left is Rs. 29,727. The grants to medical (Rs. 1,00,000), special (Rs. 20,000), and girls' (Rs. 30,000) education, and to the technical institute (Rs. 1,50,000) exhaust the grant of Rs. 3,00,000; the balance of Rs. 29,727 comes really from the Darbár saving for technical education, and should be reserved for that object.

163. *Grant of Rs. 4,50,000 for European education.*—To this was added the sum of Rs. 1,871, being the saving in 1912-1913 from the Darbár recurring grant for this purpose; so that the total amount available was Rs. 4,51,871. Up to the end of March 1914 this had been utilised as follows:—

	Rs.
106)* Grants for buildings and equipment of various kinds to 23 schools at Bombay, Poona, Panchgani, Belgaum, Karáchi and Kotri ...	2,43,146
For railway schools at Gadag, Castle Rock, Dhárwár, Hubli and Ahmedabad	1,610

(107)* Grants for the construction or extension of hostels to the following schools:—

	Rs.
St. Mary's, Poona	21,000
Convent, Poona	8,000
Bishop's High School, Poona	10,000
Karáchi Grammar School	45,000
	3,28,756
Balance unallotted at the end of the year	1,23,115
	4,51,871

The amount actually expended was Rs. 10,930-1-0.

164. The following is a summary of the position of this grant at the end of the year.

	Allotment and savings.	Expended.	Pledged but not yet expended.	Unpledged.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
University	2,00,000 0 0	2,00,000 0 0	.....	.....
Arts colleges and secondary schools	4,00,000 0 0	39,801 10 6	1,60,353 5 6	1,99,845 0 0
Elementary	13,97,421 0 0	58,269 2 6	8,19,911 13 6	5,19,240 0 0
Educational hygiene, etc. ...	4,00,000 0 0	29,813 5 9	1,96,200 10 3	1,74,086 0 0
Manual training	1,00,000 0 0	2,500 0 0	3,556 0 0	93,944 0 0
Girls, technical and special ...	3,94,223 0 0	2,53,225 0 0	1,11,271 0 0	29,727 0 0*
European	4,51,871 0 0	10,930 1 0	3,17,825 15 0	1,23,115 0 0
Total ...	33,43,915 0 0	5,93,839 3 9	16,09,118 12 3	11,40,957 0 0

* Available only for technical education.

If we put aside the grant to the University, the amount expended and the amount pledged together come to Rs. 20,02,958, of which sum Rs. 16,67,211 are assigned to grants to non-Government institutions. Many of these grants are of the full cost, or nearly the full cost, of the work involved. Since the close of the year practically the whole of the unpledged balance shown above has been allotted.

165. **Recurring Grant of Rs. 6,70,000 of 1912 (Darbar grant).**—In February 1912 the Government of India assigned a recurring grant of Rs. 6,50,000 from the 50 lákhs' grant for popular education announced at the Darbár; this was subsequently (in November) increased by another Rs. 20,000. The grant was thus sub-divided:—

	Rs.
For the elementary education of boys	4,36,000
For the education of girls	75,000
For hostels	48,000
For technical and industrial education	51,000
For the education of Europeans and Anglo-Indians	40,000
Additional grant available for any of the above	20,000
	6,70,000

166. *Grant of Rs. 4,36,000 for the elementary education of boys.*—It was suggested that the grant should be applied largely to the extension of elementary education and to the extension of the principle of free education for those who cannot afford to pay fees; other objects suggested were the training of elementary teachers, the enhancement of the pay of existing teachers, the erection of school buildings, the improvement of the facilities for

elementary education in municipal areas, and the establishment of special half-time schools for children employed in factories. Up to the end of March 1914 the grant had been applied as follows:—

Training—

		Rs.
(108)	For increasing the output of trained teachers from the following training institutions for men:—	
	Poona	30,000
	Dhulia	11,250
	Ahmedabad	11,250
	Dhárwár	41,250
	Hyderabad	56,250
(109)*	Additional grant to certain district local boards for the extension of the local normal classes which had been instituted experimentally ...	4,524

Improvement of pay—

(110)*	Grants to district local boards to enable them to pay trained masters according to the code (in addition to provincial grant) ...	25,000

Improvement in municipal areas—

(111)*	Additional grants to all municipalities to bring the provincial grant for municipal primary schools up to one-half of the expenditure for 1911-12	1,29,337

Factory children—

(112)	For schools to be opened at Poona, Sholápur, Jalgaon, Hubli, Gadag and Gokák for children employed in factories	2,080

Children of criminal tribes—

(113)*	Additional grant to the Bijápur district local board for the education of the children of certain criminal tribes	900

Improvement of schools—

(114)*	Grants to district local boards to enable them to entertain additional masters in undermanned schools	50,000

Inspection—

(115)	For 14 additional assistant deputy educational inspectors rendered necessary by the expansion of education	20,934
(116)	For a deputy educational inspector for the Upper Sind Frontier ...	8,569

Miscellaneous—

(117)*	Additional grant to the East Khándesh local board to meet its annual deficit	15,000
		4,06,344
	Balance unallotted at the end of the year ...	29,656
		4,36,000

The non-recurring expenditure involved in some of the above items was met from savings in the recurring grants. As large provincial grants were being made yearly for the opening of new schools, it was not considered necessary to reserve any portion of this grant for that purpose. The sum allotted to training colleges will not be fully required for some years, and the savings in the interval will be applied to the necessary extension of the buildings. The saving of Rs. 1,46,504 made under this head in 1912-13 has been reserved for the purpose. The rest of the savings made in that year amounted to Rs. 1,47,821, and this amount was added to the amount made available in 1913-14 for the erection and equipment of primary schools, as already explained in paragraph 159 above. The actual expenditure under items 108-117 in 1913-14 was Rs. 3,35,111-12-4.

167. *Grant of Rs. 75,000 for the education of girls.*—This was intended mainly for elementary education and training; it has been utilised as follows :—

	Rs
Elementary—	
(118)* Grants to district local boards for giving code pay to trained teachers, and for additional teachers	17,926
(119)* For grants-in-aid to new schools, and for awarding books, slates, and other rewards to pupils for regular attendance	2,500
(120) For establishing a central Urdu girls' school at Poona	4,140
Elementary and secondary—	
(121)* For raising the limit of aid to girls schools in Sind from one-third to one-half	10,500
(122)* For scholarships in Sind	2,160
Secondary—	
(123) For improvements in the two Government high schools for girls ...	5,100
Training—	
(124) For improvements in the four training colleges for women and for increasing their output	29,562
	71,958
Balance unallotted at the end of the year	3,042
	75,000

The non-recurring expenditure involved was met from savings in the recurring grants. The net savings in the year 1912-13 amounted to Rs. 54,221. This sum was added to the non-recurring grant of Rs. 3,00,000 received in 1913 for "girls', technical and special schools," and the distribution of the whole amount has already been given in paragraph 162 above. The expenditure in 1913-14 under items 118-124 was Rs. 49,344-6-10.

168. *Grant of Rs. 48,000 for hostels.*—Attention was drawn to the necessity not only of erecting hostels, but of providing for their proper superintendence. Up to the end of March 1914 the following recurring provision had been debited to this head (all for Government institutions) :—

	Rs.
(125) For the high school hostels at Ahmedabad, Broach, Sátára, Bijápur, Surat and Dhárwár	8,594
(126) For medical supervision of the high school and two training college hostels at Dhárwár	996
(127) For superintendents at Deccan and Gujarát College hostels ...	2,400
	11,990
Balance unallotted at the end of the year	36,010
	48,000

Initial charges were met from savings in the recurring grant. The net savings in 1912-13 amounted to Rs. 46,501. This amount was added to the non-recurring grant of Rs. 7,75,000 for hostels received in 1913, and the distribution of the whole amount has been given in paragraph 155 above. The expenditure in 1913-14 was Rs. 12,376-0-4.

169. *Grant of Rs. 51,000 for technical and industrial education.*—It was suggested that money might usefully be spent on work-shops and their equipment, and kindred objects. Up to the end of March 1914, in addition to non-recurring grants for equipment to certain institutions, the following recurring items had been debited to this head :—

		Rs
(128)	For the Government College of Commerce, Bombay, to equalize the estimated receipts and expenditure	15,000
(129)*	Part of the cost of the new committee of direction for technical education	5,000
		20,000
	Balance unallotted at the end of the year	31,000
		51,000

The savings in 1912-13 amounted to Rs. 40,002. This sum was added to the non-recurring grant of Rs. 3,00,000 received in 1913 for "girls', technical and special schools," and the distribution of the whole amount has been given in paragraph 162 above. The expenditure in 1913-14 was Rs. 14,968-7-1.

170. *Grant of Rs. 40,000 for the education of Europeans and Anglo-Indians.*—It was requested that some portion of this might be devoted to increasing the number of free pupils or reducing fees in the elementary classes. The grant has been utilised as follows :—

		Rs.
(130)*	Grants to 6 European schools for the reduction of fees or for scholarships	4,710
(131)*	Grants to 18 such schools in aid of orphans and destitute children ...	10,990
(132)*	For reassessing the grants of 34 such schools	24,300
		40,000

The savings in 1912-13 amounted to Rs. 1,871. This sum was added to the non-recurring grant of Rs. 4,50,000 for European education received in 1913, and the distribution of the whole amount has been shown in paragraph 163 above. In 1913-14 the expenditure was Rs. 38,939.

171. *Further grant of Rs. 20,000.*—This was intended for expenditure on the objects already specified. The following items have been debited to it :—

		Rs.
(133)	For an inspectress of Urdu girls' schools in the Central Division ...	6,086
(134)*	Grants to District Local Boards in the Northern Division for giving code pay to trained mistresses	4,084
		10,170
	Balance unallotted at the end of the year	9,830
		20,000

In 1912-13 this amount was saved. The saving is included in the saving of Rs. 1,47,821 mentioned at the end of paragraph 166 above, which has since

been made available for the erection and equipment of primary schools. In 1913-14 the expenditure was Rs. 8,052-10-9.

172. The following summary shows the position of the whole grant of Rs. 6,70,000 at the end of March 1914 :—

Object.	Allotment.	Amount pledged.	Amount not pledged.
	Rs.	Rs.	Rs.
Elementary education of boys ...	4,36,000	4,06,344	29,656
Girls' education	75,000	71,958	3,042
Hostels	48,000	11,990	36,010
Technical education	51,000	20,000	31,000
European education	40,000	40,000	.....
Additional grant	20,000	10,170	9,830
Total ...	6,70,000	5,60,462	1,09,538

Since then, with the exception of the amount shown under hostels, practically all of the unpledged balance has been disposed of. Of the total amount of Rs. 5,60,462 shown here as pledged Rs. 3,07,001 have been allotted to non-Government institutions. The actual expenditure year by year has been—

	Rs.
In 1912-13	2,32,405
In 1913-14	4,58,793

173. **Recurring grant of Rs. 60,000 of 1912.**—In March 1912 the Government of India made a recurring grant of Rs. 60,000 for the improvement (not multiplication) of privately managed aided secondary English schools, and especially for the raising of the salaries of the teachers in them ; it was subsequently explained that the schools intended were high and other Anglo-Vernacular schools for Indians. This sum was utilised for giving supplementary grants, not exceeding one-third of the regular grants, for the purpose of improving the pay of teachers and supplying urgent wants of the schools ; Rs. 6,000 were allotted to the English-teaching schools and Rs. 54,000 to the Anglo-Vernacular. The expenditure has been—

	Rs.
In 1912-13	58,696
In 1913-14	56,903

174. **Recurring grant of Rs. 5,93,000 of 1913.**—In March 1913 the Government of India assigned a recurring grant of Rs. 5,93,000 for the improvement and expansion of education, and to facilitate the carrying out of the policy enunciated by them. The grant was thus subdivided :—

	Rs.
Primary education	2,76,000
Girls' education	75,000
Colleges and training institutions	50,000
Secondary education	95,000
Technical and special education	37,000
Manual training	15,000
European education	45,000
	5,93,000

175. *Grant of Rs. 2,76,000 for primary education.*—Up to the end of March this had been dealt with as follows :—

	Rs.
Direction—	
(135) Revision of the clerical establishment of the Director of Public Instruction	4,980
Inspection—	
(136) Special Mahomedan Deputy Educational Inspector for Urdu schools in the Central Division	4,656
(137) Special deputy with assistants for Mulla schools in Sind	10,084
(138) Additional staff for Bombay City and Karáchi	4,521
(139) Revision of the Deputies' clerical establishment	21,600
(140) Additional peons for the Deputies' offices	2,580
Training—	
(141) For increasing the rate of stipends in the training college for men at Ahmedabad on account of the rise in prices	2,720
Improvement of schools—	
(142)* Grants to district local boards for giving code pay to trained teachers (in addition to provincial grant of Rs. 50,000)	1,00,000
(143)* Grants to district local boards in the Southern and Northern Divisions for improvements in the maintenance and equipment of their primary schools	52,022
	2,03,163
Balance unallotted at the end of the year	72,837
	2,76,000

The expenditure in the course of the year amounted to Rs. 1,22,609-8-7.

176. *Grant of Rs. 75,000 for girls' education.*—Up to the end of March this had been utilised as follows :—

	Rs.
Improvement of schools—	
(144)* Grants to district local boards in the Southern Division for improving their girls' schools	15,038
(145)* For prizes in girls' schools, for experiments in teaching domestic economy, and for a lady doctor to teach simple facts about health (all in Sind)	4,500
Training—	
(146) For improvements in the training college for women at Dhárwár ...	460
(147) For additional stipends in the training college for women at Hyderabad .	2,400
Industrial—	
(148)* Grants in aid to industrial schools for women in Sind	11,850
	34,248
Balance unallotted at the end of the year	40,752
	75,000

The expenditure in the course of the year was only Rs. 1,600.

177. *Grant of Rs. 50,000 for colleges and training institutions.*—This has been utilised as follows :—

	Rs.
(149) For additional staff required to teach the new courses at Elphinstone, Deccan and Gujarát Colleges	43,758
(150) For additional scholarships at Gujarát College	1,332
(151) For the deputation of two trained teachers to advise on improved methods of teaching in aided schools in Poona	2,400
	47,490
Balance unallotted at the end of the year	2,510
	50,000

In addition to the above Rs. 2,920 (non-recurring) were sanctioned for a botanical garden at Gujarát College, and Rs. 2,890 for the deputation of certain headmasters and inspecting officers to the secondary training college. The expenditure in the course of the year was Rs. 5,138-14-4.

178. *Grant of Rs. 95,000 for secondary education.*—This has been utilised as follows:—

		Rs.
(152)	For an inspector of science teaching and his establishment ...	15,778
(153)	For grants of Rs. 500 each to 21 Government high schools to enable them to make excursions to places of historical, geographical or industrial interest	10,500
(154)	Reserved for the scheme of medical inspection of the boys in secondary schools	68,152
		94,430
	Balance unallotted at the end of the year	570
		95,000

The expenditure in the course of the year was Rs. 6,799-13-9.

179. *Grant of Rs. 37,000 for technical and special education.*—It was not found necessary to utilize this sum during the year, and the whole amount was saved.

180. *Grant of Rs. 15,000 for manual training.*—Proposals for the utilisation of this were under consideration by Government at the end of the year and have since been sanctioned. For 1913-14 the whole amount was saved.

181. *Grant of Rs. 45,000 for European education.*—Special attention was drawn to the needs of railway schools. The grant has been utilized as follows:—

		Rs.
(155)	Reserved for the share of the European schools in the scheme of medical inspection referred to in item 154	2,000
(156)*	For the support of orphans and necessitous children, and the reduction of fees	15,700
(157)*	For the reassessment of grants with a view to the improvement of teachers' salaries	21,060
(158)*	For stipends for girls under training in the aided normal classes ...	6,240
		45,000

The expenditure in the course of the year amounted to Rs. 35,054.

182. The total expenditure from this grant in the course of the year amounted to Rs. 1,71,202-4-8. The following summary shows how far it was pledged:—

Object.	Allotment.	Amount pledged.	Amount not pledged.
	Rs.	Rs.	Rs.
Primary Education	2,76,000	2,03,163	72,837
Girls' Education	75,000	34,248	40,752
Colleges and Training	50,000	47,490	2,510
Secondary Education	95,000	94,430	570
Technical and Special	37,000	.....	37,000
Manual Training	15,000	.....	15,000
European Education	45,000	45,000	.....
Total ...	5,93,000	4,24,331	1,68,669

Since the end of the year practically all of the unpledged balance shown above has been disposed of. Of the sum of Rs. 4,24,331 shown as pledged Rs. 2,26,410. were allotted to non-Government institutions.

183. **General Summary.**—The following is an abstract of the grants dealt with above:—

				Rs.
1911-12 Received (*a*)		...	...	11,02,000
Spent		...	...	3,65,034
			Balance ...	7,36,966
1912-13 Received (*b*)	3,00,000			
(*c*)	6,70,000			
(*d*)	60,000	...	...	10,30,000
				17,66,966
Spent (*a*)	5,91,837			
(*b*)	72,667			
(*c*)	2,32,406			
(*d*)	58,626	...	...	9,55,406
			Balance ...	8,11,560
1913-14 Received (*c*)	6,70,000			
(*d*)	60,000			
(*e*)	5,93,000			
(*f*)	7,75,000			
(*g*)	31,00,000	...	...	51,98,000
				60,09,560
Spent (*a*)	92,084			
(*b*)	1,65,550			
(*c*)	4,58,793			
(*d*)	56,903			
(*e*)	1,71,203			
(*f*)	15,297			
(*g*)	5,93,840	...	...	15,53,670
			Balance ...	44,55,890
Pledged but not spent		...	...	35,38,142
Unpledged		...	...	9,16,748

184. It will be seen that the total amount received during the three years was Rs. 73,30,000 and the total amount expended was Rs. 28,74,110. As considerable misapprehension appears to exist on the subject, it may be as well to emphasize here, *first*, that these large sums could not possibly have been, and were not intended to be, fully spent in the very year of their receipt; *secondly*, that non-recurring grants are given mainly for buildings, which naturally take time to plan and erect; *thirdly*, that recurring items frequently are not sanctioned till late in the year, so that much of the first year's allotment is necessarily saved, and becomes available for non-recurring expenditure in the following year; *fourthly*, that in spite of all this considerably over one-third of the additional sums received was actually expended; *fifthly*, that of the balance of 44½ lákhs nearly 35½ were pledged before the end of March 1914; *sixthly*, that almost the whole of the remainder has been pledged since then; and, *lastly*, that those persons who appear to suppose that the educational department has vast sums of money which it either cannot spend at all, or is prepared to make over to the first comer, are under a complete delusion.

VIII.—GENERAL SUMMARY.

185. The following statement gives the attendance returns for the last two years :—

Class of Institutions.	Number of Institutions.		Number of Pupils.	
	1912-13.	1913-1914.	1912-13.	1913-14.
Public Institutions.				
University Education—				
Art Colleges	11	10	3,941	4,097
Professional Colleges	4	5	1,278	1,491
School Education, General—				
Secondary Schools	588	607	80,144	84,547
Primary Schools	13,368	14,061	814,409	847,706
School Education, Special—				
Training Schools	34	37	1,910	2,133
Other Schools	95	100	5,145	5,748
Total, Public Institutions ...	14,100	14,820	906,827	946,322
Advanced	183	176	6,600	6,063
Elementary, etc.	2,837	2,918	74,258	76,632
Total, Private Institutions ...	3,020	3,094	80,858	82,695
Grand Total ...	17,120	17,914	987,685	1,029,017

The decrease of 1 under Arts Colleges is due to the omission of Mr. Gajjar's Techno-Chemical Laboratory. The table shows an increase of 794 in the number of institutions and of 41,332 in the number of pupils. In public institutions, that is to say, those under Government inspection, the number of male pupils increased from 761,435 to 790,303 and the number of female pupils from 145,392 to 156,019. The average monthly number on the rolls increased from 880,665 to 921,376; and the average daily attendance from 678,713 to 705,853. The ratio of the average daily attendance to the average monthly number decreased from 77·1 to 76·6. The percentage of all pupils under instruction to the general population has risen from 3·6 to 3·7.

186. General Table III gives full details as to the attendance in the different classes of public schools and the figures contrast with those of the previous year as under:—

	Number of Schools.		Number of Pupils.		Schools.		Pupils.	
	1912-13.	1913-14.	1912-13.	1913-14.	Increase.	Decrease.	Increase.	Decrease.
Government	81	74	16,626	17,106	...	7	480	...
Local Board	7,905	7,513	398,338	405,133	508	...	6,795	...
Municipal	1,076	1,111	136,740	143,294	35	...	6,554	...
Native States	2,902	2,975	185,214	194,012	73	...	8,798	...
Aided	2,082	2,735	155,578	161,056	113	...	5,478	...
Unaided	354	352	24331	25,721	...	2	1,390	...
Total ...	14,100	14,820	906,827	946,322	729	9	39,495	...

Eleven local normal classes have been transferred from "Government" to "Local Board"; while four new institutions have been added under "Government", *viz.*, the College of Commerce, a factory school at Poona, a central Urdu girls' school at Poona and a Juvenile school at Dhárwár.

187. The results of public examinations will be found in General Table VI, and the stages of instruction in schools for general education are shown in General Table V. The number of pupils learning English has increased from 87,139 to 93,119, the number learning a classical language from 44,560 to 45,890, and the number learning a vernacular language from 874,231 to 912,764.

188. The distribution of the pupils in public institutions according to race is given below :—

Years.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Mahomedans.	Buddhists.	Pársis.	Others.	Total.
			Bráhmins.	Non-Bráhmins.					
1912-13 ...	4,495	20,064	120,248	383,925	147,958	...	16,539	5,198	936,827
1913-14 ...	4,255	20,022	122,009	413,603	155,647	1	16,840	2,806	945,322

Out of 613,603, the total number of Hindus (non-Bráhmins), there were 59,306 Lingayat pupils in all classes of public institutions, *viz.*, 76 in colleges, 1,316 in secondary schools, 57,766 in primary schools, and 148 in special schools.

189. The table showing the distribution of schools throughout the Presidency is printed in the Supplement. The following table gives, in brief, information for the British Districts and Native States :—

	Area in square miles.	Number of towns and inhabited villages.	Estimate of population.	Number of public institutions.	Number of pupils on 31st March 1914.	Private institutions.	Pupils in such schools.	Percentage of total pupils to population.	Number of villages with schools.	Average number of square miles to each village with a school.
British Districts ...	123,370	23,634	18,03,340	11,344	738,318	1,231	40,901	4	5,905	12·9
Native States ...	66,736	14,903	7,49,510	3,376	208,004	893	33,794	9·2	2,834	23·1

190. The total expenditure from all sources is given in General Tables II and IV, and the figures contrast with those of the previous year as under :—

Years.	Provincial Funds.	Local Funds.	Municipal Funds.	Fees.	All other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1912-13	68,82,283	11,62,254	9,84,936	26,35,008	30,42,634	1,58,17,705
1913-14	70,54,227	9,62,782	10,43,400	29,51,260	39,41,550	1,59,53,219

The drop in the expenditure from local funds will be noticed, and it looks as though the local boards were decreasing their own expenditure on account of the large provincial grants made to them.

191. Various percentages are worked out in General Table II, and the total expenditure of the year is divided between the different funds as under :—

	Provincial Funds.	Local Funds.	Municipal Funds.	Fees.	Revenue of Native States.	All other sources.
Percentage for British Districts ...	50·7	6·4	7·4	19·2	0·7	15·3
Percentage for the whole Presidency	44·2	6·03	6·5	18·4	10·5	14·2

192. The share which each class of institution has in the total expenditure is as under :

Years.	Cost of Public Institutions classed as							Total.
	Government.	Local Board.	Municipal Board.	Native States.	Aided.	Unaided.	General.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1912-13	27,27,004	31,97,157	16,84,309	16,48,303	30,63,151	6,07,481	15,26,350	1,53,47,705
1913-14	24,04,508	33,35,311	17,44,060	18,36,945	43,34,491	6,21,242	16,86,662	1,59,53,219

and again—

Years.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Buildings and Apparatus.	University.	Direction and Inspection.	Scholarships.	Miscellaneous.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1912-13 ...	6,15,894	3,03,371	22,19,109	62,87,203	11,09,169	19,96,569	2,19,776	6,96,127	2,18,338	4,90,897	1,53,47,705
1913-14 ...	6,64,051	3,37,163	26,54,167	67,78,739	12,09,979	14,32,617	2,55,000	6,71,441	2,91,311	5,25,263	1,59,53,219

193. The following table compares the net expenditure from Provincial Funds for the last two years :—

		1912-13.	1913-14.
		Rs.	Rs.
University Education	Arts Colleges ...	1,94,783	2,29,257
	Professional Colleges ...	3,42,763	3,45,212
School Education, General	Secondary Schools ...	6,64,733	7,87,505
	Primary Schools ...	26,75,320	30,26,311
Do. Special	Training Schools ...	2,30,780	2,34,316
	Medical Schools ...	61,589	66,409
	Other Special Schools ..	3,30,830	3,56,431
Buildings and Apparatus	... ...	12,96,688	10,13,218
University	... ...	3,55,000	2,55,000
Direction and Inspection	... ...	5,07,824	5,81,609
Scholarships	... ...	58,700	62,765
Miscellaneous	... ...	1,63,263	96,104
	Total ...	68,82,283	70,54,227

The increase in provincial expenditure was therefore Rs. 1,71,944.

W. H. SHARP,
Director of Public Instruction.

Poona, 31st August 1914.

APPENDICES.

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY

K 11—24

APPENDIX A.

EDUCATION—GENERAL TABLE I.

GOVERNMENT OF INDIA.

Abstract Return of Colleges, Schools and Scholars in the Bombay Presidency at the end of the official year 1913-1914.

(For details see General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.			Percentage
				COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.						
Total Area in Square Miles.	Number of Towns * and Villages.	Population.	—	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
126,626.	Towns ... 345 Villages 40,270 Total ... 40,615	Males ... 14,013,822 Females 13,074,273 Total ... 27,087,795	Institutions. For Males ...	10	5	320	12,790	20	94	13,439	166	2,671	16,276	Institutions to number of towns and villages. 44·1
			For Females ...	...	...	67	1,371	17	6	1,461	10	247	1,718	
			Total ...	10	5	607	14,061	37	100	14,900	176	2,918	17,994	
			Scholars. Males ...	4,604	1,486	75,746	701,466	1,522	5,447	790,303	4,613	59,207	854,123	Male scholars to male population of school-going age.† 40·6
			Females ...	93	43	2,761	146,120	611	301	150,019	1,420	17,455	174,894	Female scholars to female population of school-going age.† 8·9
			Total ...	4,697	1,491	44,547	847,706	2,133	5,748	940,322	6,033	76,662	1,029,017	

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population.

EDUCATION—GENERAL

GOVERNMENT OF

Abstract Return of Expenditure on Public Instruction in the

(For details see

		Total Direct Expenditure on			
		Collegiate Education.		School Education, General.	
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.
1		2	3	4	5
		Rs.	Rs.	Rs.	Rs.
1. Institutions	For Males	6,64,051	5,27,193	30,70,818	58,24,257
	For Females	.....	.....	5,83,749	9,54,502
	Total ...	6,64,051	5,27,193	36,54,567	67,78,759
2. (a) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction...		3·2	4·8	11·1	42·9
(b) Percentages* of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.		0·7	.....	11·4	70·5
(c) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction ...		1·6	.....	5·8	84·1
(d) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction		4·1	3·3	22·9	42·4
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
3. Average Annual Cost† of educating each Pupil in—					
Government Institutions	Cost to Provincial Revenues ...	143 6 4	239 6 4	23 1 10	12 1 9
	Cost to Local and Municipal Funds.	5 15 5	.....	.....	0 0 2
	Total Cost ...	246 14 3	365 9 6	55 4 7	16 3 7
Local Fund Schools ‡	Cost to Provincial Revenues ...	.....	.....	9 12 3	5 12 5
	Cost to Local Funds ...	.....	.....	16 11 7	1 8 6
	Total Cost ...	.....	.....	37 11 1	7 12 10
Municipal Schools ‡	Cost to Provincial Revenues ...	.....	.....	8 5 5	3 9 1
	Cost to Municipal Funds ...	.....	.....	8 5 5	6 0 2
	Total Cost ...	.....	.....	32 1 0	11 0 2
Institutions in Native States	Cost to Native State Revenues ...	154 12 7	.....	13 5 11	4 14 9
	Cost to Local and Municipal Funds.	.....	.....	0 10 9	0 6 8
	Total Cost ...	195 15 10	.....	33 11 4	5 13 2
Aided Institutions	Cost to Provincial Revenues ...	30 15 3	.....	14 1 10	1 14 2
	Cost to Local and Municipal Funds.	6 9 0	.....	0 7 8	0 11 8
	Total Cost ...	110 13 4	.....	52 15 8	9 8 1
Unaided Institutions	Total Cost	.....	.....	36 12 4	10 0 4
All Institutions	Cost to Provincial Revenues ...	53 1 1	239 6 4	9 13 0	3 10 5
	Cost to Local and Municipal Funds.	5 8 11	.....	0 14 6	1 14 0
	Total Cost ...	153 11 5	365 9 6	45 8 11	8 2 11

TABLE II.

INDIA.

Bombay Presidency for the Official Year 1913-1914.

General Table IV.)

Public Instruction.§			Total Indirect Expenditure on Public Instruction.§								
School Education, Special.											
Training Schools.	All other Special Schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	Total Expenditure on Public Instruction.
6	7	8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,53,247	8,32,463	1,11,72,929	2,55,000	79,866	5,82,709	2,18,934	10,57,151	1,49,584	4,80,526	27,53,784	1,39,25,813
1,08,574	15,686	16,62,511	...	...	28,873	15,377	2,04,439	20,829	95,377	3,64,895	20,27,406
3,61,821	8,48,149	1,28,34,540	2,55,000	79,866	5,91,582	2,34,311	12,61,594	1,70,413	5,75,903	31,18,679	1,59,53,219
3·3	5·2	71·5	3·6	1·1	7·1	0·8	12·8	1·4	1·3	28·4	100
6·2	2·5	81·09	...	...	1·2	4·3	10·7	0·1	2·4	18·9	100
0·8	3·6	96·2	...	...	...	0·6	2·6	0·04	0·4	3·7	100
2·2	5·3	80·4	1·5	0·5	3·7	1·4	7·9	1·06	3·2	19·5	100

Rs. a. p.	Rs. a. p.	Rs. a. p.
141 4 1	192 4 5	70 9 6
44 7 7	7 3 0	4 15 3
190 11 3	238 12 3	113 12 5
122 15 2	24 5 2	5 13 1
.....	32 14 7	1 9 3
122 15 2	71 1 4	7 14 7
57 2 3	34 11 3	3 13 3
61 1 6	35 0 8	6 2 9
118 3 9	100 5 11	12 0 9
188 4 0	42 12 11	6 10 8
.....	.....	0 6 11
196 3 6	44 13 8	8 13 5
57 8 1	114 7 0	6 8 7
.....	19 8 6	0 15 3
186 14 7	273 9 7	24 10 1
63 12 2	61 8 9	28 7 6
118 12 3	84 4 10	5 7 7
34 15 3	12 15 3	1 14 11
183 15 1	168 12 6	13 14 10

* The percentages required for 2 (a), 2 (b), 2 (c) are calculated from the figures given in columns 8a, 8b, 8c, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the

PUBLIC INSTITUTIONS.

Class of Institutions.	Under Public Management.															
	Managed by Government.				Managed by District Local Boards.				Managed by Municipal Boards.				Maintained by Native States.			
	Number of Institutions.	Number of Scholars on the roll on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arts Colleges.																
English	2	1,106	1,038	917	...	...	...	...	...	...	...	...	2	643	568	505
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
Law	1	530	497	400	...	...	...	...	...	...	...	...	...	...	...	...
College for Medicine	1	623	570	534	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1	199	171	136	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial	1	92	96	77	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	1	101	108	90	...	...	...	...	...	...	...	...	...	...	...	...
Total	8	2,597	2,448	2,172	...	...	...	...	...	...	...	...	3	643	568	505
Secondary Schools.																
For Boys — High Schools	20	7,206	7,191	6,312	...	...	...	...	4	1,067	959	864	30	8,540	8,163	6,931
For Boys — Middle Schools — English	6	1,384	1,340	1,229	5	349	337	289	55	4,822	4,451	3,850	111	6,971	6,421	5,575
For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — High Schools	2	396	423	342	...	...	...	...	...	...	...	...	1	308	278	223
For Girls — Middle Schools — English	...	...	...	...	...	...	...	...	1	36	36	25	3	124	118	91
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	28	9,130	8,954	7,886	5	349	337	289	60	5,925	5,446	4,739	145	15,943	14,980	12,820
Primary Schools.																
For Boys	13	1,620	1,568	1,348	7,072	383,491	378,171	293,709	771	109,261	105,168	81,902	2,553	154,454	151,012	115,056
For Girls	7	849	871	578	422	21,752	21,178	14,393	274	29,780	27,550	18,272	261	23,190	21,692	14,400
Total	20	2,469	2,439	1,926	7,494	405,243	399,344	308,043	1,045	137,041	132,718	100,174	2,814	176,674	172,774	129,456
Schools for Special Instruction.																
Training Schools for Masters	6	1,243	1,176	1,118	9	63	61	57	...	...	...	...	2	81	75	69
Training Schools for Mistresses	4	374	341	309	...	...	...	...	1	17	21	17	1	43	37	35
School of Art	1	372	370	329	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	3	397	289	305	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	1	133	98	83	5	468	423	313	4	193	178	179	5	402	391	249
Commercial Schools	...	...	...	...	...	...	...	...	1	101	103	85	...	...	...	...
Agriculture Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	1	116	105	123	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	2	226	270	184	...	...	...	...	...	5	6	5	5	262	235	151
Total	18	2,903	2,750	2,508	14	531	499	376	6	308	304	286	13	792	738	504
Total of Colleges and Schools of Public Instruction	74	17,506	16,541	14,492	7,513	406,113	400,179	308,708	1,111	143,274	138,513	105,183	2,975	194,012	189,060	143,285

PRIVATE INSTITUTIONS ...

1. Advanced, teaching—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
   (c) Any other Oriental Classic ... ...
2. Elementary, teaching—
   (a) A Vernacular only or mainly ... ... For Boys ... / For Girls ...
   (b) The Koran only ... ... For Boys ... / For Girls ...
3. Other Schools not conforming to Departmental Standards ... ... For Boys ... / For Girls ...

Total ...

Grand Total ...

TABLE III.

INDIA.

Bombay Presidency for the official year 1913-1914.

Under Private Management.								Grand Total of Public Institutions.	Grand Total of Scholars on the first of March.	Number of Scholars on the first of March learning.			Classification of Scholars on the first of March according to Race or Creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Aided by the Department or by Local or Municipal Boards or by Native States.				Unaided											Hindus.							
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.	European and Anglo-Indians.	Indian Christians.	Parsees.	Non-Brahmins.	Mahomedans.	Buddhists.	Jews.	Others.		
19	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
4	2,901	2,745	2,582	...	...	...	...	10	4,697	4,697	4,199	1	40	103	2,171	1,716	187	...	454	13	93	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	309	...	...	...	2	10	266	183	17	...	31	...	...	...
...	...	...	...	...	...	...	...	1	623	...	...	...	18	73	127	249	16	...	122	6	43	...
...	...	...	...	...	...	...	...	1	166	...	...	...	...	7	71	83	5	...	90	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	93	...	...	...	...	1	43	39	1	...	8	...	...	...
...	...	...	...	...	...	...	...	1	101	...	...	...	1	1	44	33	8	...	8	...	...	...
4	2,901	2,745	2,582	...	...	...	...	13	6,189	4,697	4,199	1	71	206	2,722	2,373	230	...	655	21	136	...
71	22,139	20,930	19,009	16	8,477	8,138	7,286	141	47,581	47,580	36,007	40,000	1,338	2,039	16,483	19,413	3,208	...	4,341	681	606	...
139	10,682	10,333	8,843	72	4,466	4,126	3,443	379	26,744	28,706	6,455	24,915	1,063	1,922	7,348	14,580	2,268	1	1,107	169	519	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
27	2,157	2,083	2,005	2	429	374	338	32	4,290	4,290	1,597	1,905	1,521	209	393	993	80	...	1,304	89	...	347
44	2,668	2,362	2,258	7	253	219	190	55	3,921	3,924	331	970	818	1,661	157	564	30	...	393	126	...	634
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
272	39,489	37,654	32,295	97	13,625	12,857	11,256	627	81,547	84,558	52,590	68,189	4,746	6,231	24,186	34,809	6,406	1	7,091	966	1,322	787
2,193	93,687	92,406	74,982	188	9,102	6,824	4,923	12,709	760,954	2,677	7,177	745,095	6	10,301	82,606	518,313	124,191	...	4,146	1,060	52,202	...
292	21,705	21,077	15,580	15	1,366	1,312	910	1,371	96,721	559	500	96,662	3	2,634	20,325	58,254	13,324	...	4,305	716	...	2,103
2,485	116,812	113,483	90,991	203	10,468	7,645	5,829	14,081	857,756	3,236	7,677	841,757	9	12,936	103,621	573,447	147,405	...	8,451	1,776	52,202	2,103
1	66	67	64	2	80	50	29	30	1,515	37	1,360	1,491	...	114	654	513	241	...	3	...	9	...
8	149	137	118	3	96	59	38	17	698	98	99	504	21	172	180	185	36	...	7	13	...	...
...	...	...	...	...	...	...	...	1	372	...	...	...	5	50	238	107	15	...	37	4	25	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	2	2	2	...	...	...	...	4	200	83	...	...	...	15	201	154	15	...	10	...	7	...
2	31	27	26	...	...	...	...	2	31	31	...	...	...	...	1	20	...	...	...	...	...	...
13	992	1,006	906	4	111	113	100	32	2,272	53	17	696	8	197	398	1,000	505	...	146	7	146	...
3	85	65	59	42	1,405	824	646	47	1,589	143	...	...	10	144	379	622	40	...	319	19	31	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	120	...	...	...	...	31	5	81	25	...	...	...	...	...
6	425	436	272	1	30	24	24	14	905	...	...	206	4	3	464	278	119	...	30	...	72	...
34	1,757	1,727	1,487	51	1,722	1,020	837	137	7,851	425	1,476	2,897	137	671	2,420	2,054	1,000	...	550	43	290	...
2,725	101,060	103,610	126,416	362	35,721	21,543	17,051	14,820	940,322	90,179	45,809	802,764	4,992	30,092	151,200	613,609	155,047	1	10,510	2,696	53,541	2,884
...	...	...	...	...	...	...	...	110	3,851	62	3,506	203	...	...	66	144	3,614	...	50	...	965	...
...	...	...	...	...	...	...	...	50	1,356	...	1,356	...	...	...	705	546	...	...	...	...	114	...
...	...	...	...	...	...	...	...	16	805	113	670	177	...	...	18	616	16	...	106	...	20	120
...	...	...	...	...	...	...	...	1,118	33,196	257	240	32,699	...	1,035	1,629	24,930	5,606	...	77	147	1,361	...
...	...	...	...	...	...	...	...	47	3,449	...	...	3,449	...	936	66	2,470	902	...	62	16	...	74
...	...	...	...	...	...	...	...	1,280	25,614	...	23,171	2,443	...	...	...	415	25,200	...	...	...	6,988	...
...	...	...	...	...	...	...	...	196	8,019	...	7,908	111	...	...	3	67	7,949	...	...	...	...	1,054
...	...	...	...	...	...	...	...	324	6,334	696	1,594	4,454	...	1,271	309	2,739	1,625	...	52	368	662	...
...	...	...	...	...	...	...	...	6	93	...	53	27	...	...	...	28	53	...	...	...	...	6
...	...	...	...	...	...	...	...	2,998	82,626	1,068	38,393	43,533	...	2,674	2,196	31,911	44,014	...	419	531	10,024	1,254
...	...	...	...	...	...	...	...	17,818	1,022,948	91,247	84,202	846,297	4,992	32,766	153,396	645,520	199,061	1	10,929	3,227	63,565	4,138

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March 1914, classified according to Sex, Race, or Creed.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
				Brâhmins.	Non-Brâhmins.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English	Male	31	96	2,148	1,705	186	...	425	13
	Female	9	13	23	13	1	...	29	8
Oriental	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law	Male	2	10	266	181	17	...	33	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	27	57	123	241	18	...	110	4
	Female	1	16	4	8	...	...	12	2
Engineering	Male	...	7	71	53	5	...	30	...
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Commerce	Male	...	1	43	39	1	...	8	...
	Female	...	...	...	...	...	...	...	...
Agriculture	Male	1	8	44	32	8	...	8	...
	Female	...	...	...	...	...	...	...	...
	Total	71	205	2,722	2,272	236	...	655	27
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools...	Male	1,160	1,971	16,433	19,403	3,394	...	4,258	461
	Female	178	68	25	10	4	...	103	120
Middle Schools—									
English	Male	815	1,634	7,214	14,241	2,921	1	989	140
	Female	248	318	34	19	7	...	168	25
Vernacular	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
For Girls—									
High Schools...	Male	259	10	9	10	4	...	40	15
	Female	1,262	289	326	683	46	...	1,264	73
Middle Schools—									
English	Male	237	134	11	9	9	...	8	26
	Female	581	1,827	146	555	21	...	261	100
Vernacular	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
	Total	4,740	6,221	24,198	34,930	6,406	1	7,091	960

EDUCATION—GENERAL TABLE III-A—*continued.*

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
			Brahmins.	Non-Brahmins.				
SCHOOL EDUCATION—GENERAL—*continued.*								
Primary Schools—								
For Boys ... Male	6	8,332	73,953	490,527	122,039	...	3,562	974
For Boys ... Female	...	2,029	9,143	27,686	12,062	...	586	86
For Girls ... Male	...	286	85	406	723	...	457	86
For Girls ... Female	3	2,348	20,410	54,768	12,581	...	3,848	630
Total ...	9	12,995	103,621	573,447	147,405	...	8,453	1,776
SCHOOL EDUCATION—SPECIAL—								
Schools for Special Instruction—								
Training Schools ... Male	...	114	654	513	241	...	...	...
Training Schools ... Female	31	172	188	163	34	...	10	13
School of Art ... Male	4	40	137	104	18	...	40	4
School of Art ... Female	4	...	1	3	...	...	17	...
Law Schools ... Male	...	...	...	...	...	...	...	...
Law Schools ... Female	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	14	201	154	13	...	10	...
Medical Schools ... Female	...	5	...	...	2	...	...	...
Engineering and Surveying Schools. Male	...	...	1	30	...	...	...	...
Engineering and Surveying Schools. Female	...	...	...	...	...	...	...	...
Industrial Schools ... Male	42	141	391	898	498	...	149	7
Industrial Schools ... Female	...	26	7	108	5	...	...	...
Commercial Schools. Male	19	129	379	621	46	...	326	18
Commercial Schools. Female	31	15	...	1	...	...	3	1
Agricultural Schools. Male	...	...	...	...	...	...	...	...
Agricultural Schools. Female	...	...	...	...	...	...	...	...
Reformatory Schools. Male	...	10	5	81	24	...	...	...
Reformatory Schools. Female	...	...	...	...	...	...	...	...
Other Schools ... Male	4	5	407	268	119	...	90	...
Other Schools ... Female	...	...	57	10	...	...	5	...
Total ...	135	671	2,428	2,954	1,000	...	650	43
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ...	4,955	20,092	132,969	613,603	155,047	1	16,849	2,806
PRIVATE INSTITUTIONS—								
1. ADVANCED TEACHING—								
(a) Arabic or Persian. Male	...	...	66	141	2,822	...	30	...
(a) Arabic or Persian. Female	...	...	...	...	792	...	...	...
(b) Sanskrit ... Male	...	...	765	438	...	...	...	...
(b) Sanskrit ... Female	...	...	...	153	...	...	...	...
(c) Any other Oriental Classic. Male	...	...	18	272	16	...	45	...
(c) Any other Oriental Classic. Female	...	...	...	352	...	...	153	...

EDUCATION—GENERAL TABLE III-A—*concluded.*

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
			Brâhmins.	Non-Brâhmins.				
PRIVATE INSTITUTIONS—*continued.*								
2. Elementary Teaching. (A).—Vernacular only or mainly.								
For Boys ... Male ...	...	753	1,838	24,276	4,727	...	66	103
For Boys ... Female ...	...	284	91	654	329	...	11	4
For Girls ... Male ...	...	8	35	1,303	159	...	3	...
For Girls ... Female ...	...	418	31	1,173	244	...	59	16
3. Elementary Teaching—The Koran only.								
For Boys ... Male ...	...	...	...	288	18,338	...	...	...
For Boys ... Female ...	...	...	...	27	6,961	...	...	...
For Girls ... Male ...	...	...	...	...	1,634	...	...	...
For Girls ... Female ...	...	...	3	67	6,315	...	...	...
4. Other Schools not conforming to Departmental Standards—								
For Boys ... Male ...	...	998	338	2,523	1,411	...	34	368
For Boys ... Female ...	...	213	1	216	214	...	18	...
For Girls ... Male ...	...	...	...	...	4	...	...	...
For Girls ... Female ...	...	...	...	28	48	...	...	...
Total of Private Institutions ...	...	2,674	3,186	31,911	44,014	...	419	491
GRAND TOTAL ...	4,955	22,766	136,155	645,514	199,061	1	17,268	3,297

GENERAL TABLE IV.

Return of Expenditure on Public Instruction in the

PUBLIC

UNDER PUBLIC

Objects of Expenditure.	Managed by Government.								Managed by District		
	Provincial Revenues.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.
1	2a	2b	2c	2d	2e	2f	2g	2	3a	3b	3c
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.											
English	1,44,287	...	...	6,000	86,265	...	11,832	2,48,374	.....	.....	...
Oriental	.....	...	...	...	.....	...	...	.....	.....	.....	...
Colleges or Departments of Colleges for Professional Training.											
Law	23,522	...	...	...	46,051	...	1,280	24,459	.....	.....	...
Medicine	1,43,117	...	...	...	1,02,941	...	2,721	2,48,880	.....	.....	...
Engineering	1,46,610	...	...	...	20,322	...	753	1,67,685	.....	.....	...
Teaching	.....	...	...	...	.....	...	...	.....	.....	.....	...
Agricultural	78,502	...	...	...	.....	...	...	78,502	.....	.....	...
Commerce	505	...	...	...	7,686	...	...	8,191	.....	.....	...
Total	4,89,943	...	...	6,000	2,62,885	...	17,317	7,75,567	.....	.....	...
Secondary Schools.											
For Boys. High Schools	1,70,431	...	...	...	2,34,692	...	6,918	4,12,044	.....	.....	...
For Boys. Middle English	19,902	7,398	...	...	31,573	...	53	59,018	2,292	5,636	...
For Boys. Middle Vernacular	.....	...	...	...	.....	...	...	.....	.....	.....	...
Girls. High Schools	16,747	...	...	...	3,812	...	3,246	24,005	.....	.....	...
Girls. Middle English	.....	...	...	...	.....	...	...	.....	.....	.....	...
Girls. Schools. Vernacular	.....	...	...	...	.....	...	...	.....	.....	.....	...
Total	2,06,985	7,398	...	...	2,70,177	...	10,216	4,95,067	2,292	5,636	...
Primary Schools.											
For Boys	17,671	6,313	...	...	1,574	...	605	26,163	22,55,161	5,19,452	...
,, Girls	11,873	1,089	30	...	317	...	149	13,358	73,361	93,316	...
Total	29,544	7,392	30	...	1,891	...	804	39,561	23,28,522	6,12,768	...
Schools for Special Instruction.											
Training Schools for Masters	1,83,329	936*	51,661	3,235	1	15	3,174	2,21,961	7,800	.....	...
Training Schools for Mistresses	50,358	256*	8,306	3,849	.....	1,445	1,722	65,936	.....	.....	...
School of Art	59,478	...	...	...	15,972	...	7,304	75,067	.....	.....	...
Law Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Medical Schools	66,478	...	2,564	...	4,938	...	6,831	80,502	.....	.....	...
Engineering and Surveying Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Technical and Industrial Schools	28,009	...	300	...	5,435	...	1,097	33,441	2,284	14,088	750
Commercial Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Agricultural Schools	1,725	...	792	...	.....	...	...	2,517	.....	.....	...
Reformatory Schools	4,699	...	...	1,748	.....	...	4,036	1,784	.....	.....	...
Other Schools	82,891	...	...	7,500	3,459	...	...	84,850	527	.....	...
Total	4,41,701	1,192	63,643	16,332	27,675	1,460	23,714	5,71,797	17,011	14,088	750
Buildings	4,63,00	...	...	...	.....	3,085	6,526	4,12,611	40,206	1,03,196	...
Furniture and Apparatus (Special Grants only)	68,701	...	300	...	.....	40,924	...	1,10,925	6,057	1,135	...
Total	4,71,701	...	300	...	.....	44,009	6,526	5,23,536	46,263	1,04,330	...
University	.....	...	...	...	.....	...	...	.....	.....	.....	...
Direction	.....	...	...	...	.....	...	...	.....	.....	.....	...
Inspection	.....	...	...	...	.....	...	...	.....	.....	.....	...
Arts Colleges	.....	...	...	...	.....	...	...	.....	.....	.....	...
Medical Colleges	.....	...	...	...	.....	...	...	.....	.....	.....	...
Other Professional Colleges	.....	...	...	...	.....	...	...	.....	.....	.....	...
Secondary Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Scholarships held in Primary Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Medical Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Technical and Industrial Schools	.....	...	...	...	.....	...	...	.....	.....	.....	...
Other Special Schools	.....	...	...	...	.....	...	...	.....	.....	3	...
Miscellaneous	.....	...	...	...	.....	...	...	.....	.....	.....	...
Total	.....	...	...	...	.....	...	...	.....	.....	.....	...
Total Expenditure of Public Instruction	16,39,413	15,982	63,973	16,932	3,02,551	45,469	56,877	24,94,908	23,76,838	7,30,732	750

* Belong to Native State Revenues and so shown in column 2f.

TABLE IV.

OF INDIA.

Bombay Presidency for the Official Year 1913-1914.

INSTITUTIONS.

MANAGEMENT.

Local Boards.				Managed by Municipal Boards.						Maintained by Native States.		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Funds levied in Native States.	Municipal Funds raised in Native states.
2*d*	3*e*	3*f*	3	4*a*	4*b*	4*c*	4*d*	4*e*	4*f*	4	5*a*	5*b*	5*c*
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	67,921	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	67,921	...	...
...	...	...	...	14,906	...	3,695	27,906	...	1,062	47,569	1,17,145	3,225	...
3,775	...	1	13,704	30,624	1,629	35,859	59,571	59	552	1,27,324	67,196	1,749	3,178
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	4,091	...	...
...	...	...	...	165	...	256	88	...	...	449	4,564	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
3,775	...	1	13,704	45,695	1,629	40,770	87,565	59	1,614	1,75,913	2,74,996	4,967	3,178
1,73,788	2,930	17,547	29,49,218	3,60,446	82,757	5,96,725	1,14,916	613	4,820	11,60,304	7,32,210	62,464	3,457
...	...	...	1,66,577	65,518	10,126	2,01,220	4,961	15	1,808	3,11,418	1,16,320	5,126	1,999
1,73,788	2,930	17,547	31,15,795	4,26,063	92,883	7,97,945	1,19,877	628	6,628	14,71,722	8,52,527	67,590	5,456
...	...	...	7,100	...	...	...	...	...	...	...	13,377	...	...
...	...	...	...	1,200	...	1,283	...	...	...	2,483	7,707	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3,178	28,837	6,798	1,800	7,800	10	...	5,984	22,392	22,134	...	...
...	...	...	...	742	...	840	279	...	...	2,060	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	522	3,314	16	1,317	...	...	...	4,647	6,624	...	...
...	...	3,178	37,024	12,101	1,816	11,340	289	...	5,984	31,790	47,862	...	...
...	5,589	2,025	1,81,705	35,091	...	27,350	...	12,063	...	74,504	1,47,132	...	...
...	11	...	7,193	223	...	455	...	...	...	672	15,707	231	...
...	5,570	2,025	1,88,898	35,313	...	27,800	...	12,063	...	75,176	1,62,739	231	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,77,563	8,500	26,348	33,33,311	5,05,892	95,728	8,62,853	2,02,501	12,790	14,256	37,44,020	14,23,355	72,718	9,974

Objects of Expenditure.	PUBLIC											
	UNDER PUBLIC MANAGEMENT—continued.				UNDER PRIVATE							
	Maintained by Native States—continued.				Aided by the Department or by Local or Municipal Boards or by							
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	
1	5d	5e	5f	5	6a	6b	6c	6d	6e	6f	6g	
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
English	22,641	...	1,363	1,11,325	80,000	...	6,750	11,275	1,74,561	...	26,766	
Oriental	...	...	...	...	...	...	...	...	...	...	...	
Colleges or Departments of Colleges for Professional Training.												
Law	...	...	...	...	...	...	...	...	...	...	...	
Medicine	...	...	...	...	...	...	...	...	...	...	...	
Engineering	...	...	...	...	...	...	...	...	...	...	...	
Teaching	...	...	...	...	...	...	...	...	...	...	...	
Agricultural	...	...	...	...	...	...	...	...	...	...	...	
Commerce	...	...	...	...	...	...	...	...	...	...	...	
Total	22,641	...	1,363	1,11,325	80,000	...	6,750	11,275	1,74,561	...	26,766	
Secondary Schools.												
For Boys—High Schools	1,11,236	2,185	12,805	2,26,747	3,01,913	6,943	600	5,679	4,97,553	58,591	1,70,537	
Middle { English	52,539	10,964	1,809	1,05,504	59,048	3,765	2,750	7,510	1,42,967	37,491	1,22,081	
Vernacular	...	...	...	...	...	...	...	...	...	...	...	
For Girls—High Schools	...	78	122	4,892	1,07,971	...	...	573	1,26,703	21,145	77,008	
Middle { English	...	...	55	4,622	45,940	4,305	...	1,400	44,041	23,291	70,439	
Vernacular	...	...	...	...	...	...	...	...	...	...	...	
Total	1,63,775	13,157	14,792	5,05,065	5,31,872	15,013	3,350	14,762	8,09,260	1,40,516	4,37,064	
Primary Schools.												
For Boys	40,009	6,232	24,087	8,70,273	1,53,214	2,806	3,356	33,029*	1,42,435	78,673	3,15,901	
,, Girls	19	1,665	1,305	1,37,190	60,129	921	...	20,666	32,139	44,961	1,32,475	
Total	40,128	8,427	25,437	10,07,462	2,13,343	3,729	3,351	70,617	1,74,543	1,23,319	4,48,376	
Schools for Special Instruction.												
Training Schools for Masters	275	...	...	13,452	3,500	...	...	...	...	...	4,020	
Training Schools for Mistresses	...	...	618	9,329	7,839	...	...	...	4,450	724	10,673	
School of Art	...	...	...	...	...	...	...	...	...	...	...	
Law Schools	...	...	...	...	...	...	...	...	...	...	...	
Medical Schools	...	...	...	...	...	...	600	...	...	...	240	
Engineering and Surveying Schools	...	...	...	3,852	...	950	195	2,891	341	...	874	
Technical and Industrial Schools	21	...	422	22,577	1,45,543	...	2,796	24,137	34,896	15,445	1,56,481	
Commercial Schools	...	...	...	...	4,065	...	...	...	1,073	3,216	2,360	
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	
Reformatory Schools	...	...	...	...	...	...	...	...	...	...	...	
Other Schools	51	153	634	3,602	22,361	138	...	754	1,498	1,085	2,445	
Total	347	153	1,674	50,055	1,80,423	138	4,146	28,741	36,308	20,651	1,62,785	
Buildings	...	...	...	...	...	...	...	...	...	...	...	
Furniture and Apparatus (Special Grants only)	...	3,100	...	1,20,223	6,21,437	...	...	...	7,026	5,317	22,860	
	...	...	27	15,978	78,406	1,000	...	...	...	627	6,421	
Total	...	3,100	27	1,06,197	6,99,841	1,000	...	...	7,026	5,944	27,281	
University	...	...	...	...	...	...	...	...	...	...	...	
Direction	...	...	...	...	...	...	...	...	...	...	...	
Inspection	...	...	...	...	...	...	...	...	...	...	...	
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	
Scholarships held in Primary Schools	...	...	...	...	...	...	...	...	...	...	...	
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	
Total	...	...	...	...	...	...	...	...	...	...	...	
Total Expenditure of Public Instruction.	2,25,331	23,837	43,293	18,38,715	18,76,915	21,111	17,601	1,31,477	11,97,196	2,89,470	11,62,172	

* This sum includes Rs. 20 on account of Municipal Revenue levied in Native States and so shown in column 6f.

† This includes Rs. 1,121, Provincial Grant, to indigenous schools in the Central Divis on for slates and books.

TABLE IV—*continued.*

INSTITUTIONS—*continued.*														
MANAGEMENT.						TOTAL EXPENDITURE FROM								
Native States.		Unaided.								All other sources.				Grand Totals.
											Public.			
Native State Revenues, etc.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Private.	N. S. Revenues.	Imperial Funds.	Total.	
5	6	7a	7b	7c	7	8a	8b	8c	8d	8e	8f	8g	8	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	2,04,352	...	...	...	...	2,29,257	6,750	17,375	2,82,857	39,981	97,921	...	6,54,014	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	—23,522	...	...	48,051	1,800	...	...	24,329	
...	...	...	...	...	...	1,49,117	...	...	1,00,687	2,733	...	...	2,52,537	
...	...	...	...	...	...	1,80,000	...	...	20,351	755	...	...	1,97,106	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	78,502	...	...	...	...	...	...	79,502	
...	...	...	...	...	...	605	...	...	7,085	...	...	...	8,191	
...	2,04,352	...	...	...	...	5,74,409	6,750	17,375	4,59,485	45,346	97,921	...	11,01,286	
16,592	16,63,926	2,24,337	3,697	5,726	2,33,822	4,87,023	600	16,374	11,44,874	2,35,581	1,86,875	6,041	21,68,780	
4,887	4,08,446	53,313	13,573	41,917	1,08,843	1,30,763	9,415	13,250	2,54,044	2,37,508	99,639	10,004	6,43,538	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	3,21,859	11,236	...	8,925	20,071	1,10,018	...	425	1,40,170	1,16,812	4,602	...	2,71,507	
...	1,97,316	2,161	...	3,265	5,426	44,095	...	1,216	47,000	1,00,043	4,564	5,985	2,97,902	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
21,479	25,91,546	2,91,047	17,271	1,04,873	4,13,161	7,97,905	10,015	60,538	16,76,126	7,88,743	3,07,770	22,032	36,54,507	
12,597	7,83,873	14,862	3,733	41,872	60,1	27,37,151	5,71,561	6,49,714	4,80,618	4,85,062	8,10,762	8,529	58,54,357	
1,506	2,19,041	2,201	4,904	8,051	16,17	2,39,151	1,03,371	2,37,308	39,864	2,18,235	1,10,160	1,952	9,54,042	
14,103	10,78,894	17,194	8,716	50,745	76,645	30,36,311	6,74,932	8,77,024	5,20,307	7,11,337	9,20,952	10,811	67,78,759	
...	8,126	...	...	608	608	1,74,329	63,043	3,235	276	4,423	14,203	...	2,59,247	
...	39,670	425	424	2,908	3,154	91,957	8,309	6,132	4,852	21,911	7,863	...	1,40,224	
...	...	...	...	...	...	22,426	...	...	15,872	7,204	...	...	75,502	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	606	...	...	...	...	66,499	3,464	...	5,918	6,117	...	...	81,998	
...	7,208	...	...	...	...	5,291	936	189	2,991	715	...	...	7,908	
...	3,69,704	1,013	2,751	5,770	9,543	1,80,400	18,204	33,457	29,078	1,83,131	72,194	...	4,81,654	
...	12,014	36,900	1,359	9,437	47,908	4,024	...	993	39,742	17,142	...	...	62,086	
...	...	...	...	...	...	1,715	...	799	...	...	...	...	2,517	
...	...	...	...	...	...	—4,995	...	1,316	...	4,695	...	...	1,016	
123	39,711	...	1,743	851	2,594	1,08,900	16	4,371	6,008	6,865	4,707	126	1,30,008	
123	4,58,433	38,451	6,442	19,651	63,543	6,97,246	85,992	49,263	1,03,047	2,66,986	49,197	126	12,03,970	
...	4,60,936	...	702	4,900	5,602	9,00,854	1,03,191	37,376	7,336	60,737	1,47,126	...	15,81,854	
...	32,462	...	2,276	...	2,276	1,01,544	1,435	450	...	46,326	15,848	1,000	1,70,413	
...	5,01,492	...	2,978	4,900	7,878	10,12,398	1,04,626	37,826	7,336	1,15,063	1,62,974	1,000	14,52,017	
...	...	...	...	...	...	2,56,000	...	...	...	...	...	...	2,57,000	
...	...	...	...	...	...	79,000	...	...	...	...	...	...	79,000	
...	...	...	...	...	...	5,71,743	11,970	...	...	33	77,817	...	6,61,562	
...	...	...	...	...	...	14,779	5,120	...	2,500	29,920	2,343	...	54,142	
...	...	...	...	...	...	650	...	...	...	191	...	...	841	
...	...	...	...	...	...	15,943	...	...	...	5,827	...	...	21,770	
...	...	...	...	...	...	19,133	13,705	497	3,793	40,[illegible]	17,[illegible]	...	79,770	
...	...	...	...	...	...	...	25,304	5,902	139	5,207	6,411	...	47,452	
...	...	...	...	...	...	...	...	...	...	2	...	...	903	
...	...	...	...	...	...	7,717	1,119	691	...	8,982	1,570	...	20,003	
...	...	...	...	...	...	4,754	...	729	...	2,410	207	...	8,091	
...	...	...	...	...	...	90,104	51,218	4,659	1,62,953	2,18,913	10,840	...	5,25,903	
...	...	...	...	...	...	9,53,479	77,317	11,474	1,69,389	3,62,376	1,30,676	...	16,80,612	
37,645	43,32,721	4,66,639	39,434	1,79,109	6,31,242	70,54,727	9,62,782	10,43,400	20,51,240	23,20,281	16,70,491	35,791	1,59,53,219	

EDUCATION—GENERAL

GOVERNMENT

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS—										
For Boys	Government	English	26	8,740	5,334	...	5,334	3,344	2	3,346
	District Board	English	5	389	111	...	111	278	...	278
	Municipal	English	59	5,889	1,953	...	1,953	3,930	6	3,936
	Native States	English	141	15,520	5,870	4	5,874	9,627	19	9,646
	Aided	English	201	32,721	11,856	72	11,928	15,815	325	16,140
	Unaided	English	88	12,973	5,089	86	5,175	6,903	67	7,000
		Total	520	76,332	30,273	162	30,435	39,987	419	40,406
For Girls	Government	English	2	396	...	190	190	...	206	206
	District Board	English	...	...	...	...	...	...	...	...
	Municipal	English	1	36	...	...	...	...	...	...
	Native States	English	4	436	...	11	11	...	425	425
	Aided	English	71	6,615	4	835	839	49	1,731	1,780
	Unaided	English	9	682	3	201	204	5	350	355
		Total	87	8,315	7	1,237	1,244	54	2,712	2,766
	Total, Secondary Schools		607	84,647	30,280	1,399	31,679	40,041	3,131	43,172
PRIMARY SCHOOLS—										
For Boys	Government		13	1,620	...	...	...	...	...	...
	District Board		7,072	382,481	...	...	...	...	...	...
	Municipal		771	108,281	...	...	...	...	...	...
	Native States		2,553	154,434	...	...	...	...	...	...
	Aided		2,193	95,067	...	...	...	29	...	29
	Unaided		188	9,102	...	...	...	...	...	...
		Total	12,790	750,985	...	...	...	29	...	29
For Girls	Government		7	848	...	...	...	...	...	...
	District Board		422	27,752	...	...	...	...	...	...
	Municipal		274	28,780	...	...	...	...	...	...
	Native States		261	22,190	...	...	...	...	4	4
	Aided		292	21,785	...	...	...	...	...	...
	Unaided		15	1,356	...	...	...	...	...	...
		Total	1,271	96,721	...	...	...	...	4	4
	Total, Primary Schools		14,061	847,706	...	...	...	29	4	33
	Grand Total		14,668	932,253	30,280	1,399	31,679	40,070	3,135	43,205

TABLE V.

OF INDIA.

Education in the Bombay Presidency at the end of the official year 1913-1914.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not Reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boy.	Girls.	Total.
...	...	...	...	...	...	...	...	...	8,738	2	8,740
...	...	...	...	...	...	...	...	...	389	...	389
...	...	...	...	...	...	...	...	...	5,883	6	5,889
...	...	...	...	...	...	...	...	...	15,497	23	15,520
1,965	167	1,832	2,592	356	2,748	114	59	173	31,842	979	32,821
163	37	200	407	122	529	4	5	9	12,056	317	12,973
1,828	204	2,032	2,799	478	3,277	118	64	182	75,005	1,327	76,332
...	...	...	...	...	...	...	...	...	...	396	396
...	...	...	...	...	...	...	...	...	...	...	...
...	11	11	...	13	13	...	12	12	...	36	36
...	...	...	...	...	...	...	...	...	...	436	436
60	941	1,001	476	2,035	2,511	183	351	534	772	5,893	6,665
...	38	38	1	71	72	...	13	13	9	673	682
60	990	1,050	477	2,119	2,596	183	376	559	781	7,434	8,215
1,888	1,194	3,082	3,276	2,597	5,873	301	440	741	75,786	8,761	84,547
519	...	519	871	19	890	205	6	211	1,595	25	1,620
53,359	411	53,770	169,947	8,636	178,583	129,208	20,920	150,128	352,514	29,967	382,481
24,685	97	24,782	52,679	1,550	54,229	26,181	3,089	29,270	103,545	4,736	108,281
29,460	248	29,708	75,681	2,574	78,255	42,181	4,290	46,471	147,322	7,112	154,434
10,264	297	10,561	48,419	4,177	52,596	27,161	4,720	31,881	85,873	9,194	95,067
1,061	17	1,078	3,391	102	3,493	4,092	439	4,531	8,544	558	9,102
119,348	1,070	120,418	350,588	17,058	368,046	229,028	33,464	262,492	699,393	51,592	750,985
...	158	158	2	456	458	...	232	232	2	846	848
3	1,522	1,525	14	9,167	9,181	27	11,019	11,046	44	21,708	21,752
1	2,466	2,467	62	14,073	14,135	173	12,005	12,178	236	28,544	28,780
...	2,340	2,340	5	10,782	10,787	36	9,023	9,059	41	22,140	22,190
22	2,912	3,004	906	10,592	11,558	639	6,594	7,233	1,697	20,098	21,795
6	202	208	33	765	798	44	306	350	83	1,273	1,356
102	9,600	9,702	1,082	45,835	46,917	919	39,179	40,098	2,103	94,618	96,721
119,450	10,670	130,120	352,070	62,893	414,963	229,947	72,643	302,590	701,496	146,210	847,706
121,338	11,864	133,202	355,346	65,490	420,836	230,248	73,083	303,331	777,282	154,971	932,253

Return showing the Results of Prescribed Examinations in the

Nature of Examination.	Numbers of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	4	4	...	8	27	51	...	...	78
2. Bachelor of Arts	6	4	...	10	244	377	...	131	752
3. Bachelor of Science	3	3	...	6	10	23	...	...	33
4. Intermediate Arts Examination ..	7	4	...	11	370	532	...	130	1,032
5. Do. Science Examination (Old Rules)	2	4	...	6	13	35	...	...	48
6. Previous Examination	7	4	...	11	212	313	...	97	622
7. Intermediate Science Examination (New Rules)	3	4	...	7	20	30	...	...	50
Oriental Colleges	...	...	...	...	...	...	...	...	...
College for Professional Training.									
Law—									
1. Master of Laws	...	...	...	...	...	...	...	6	6
2. Bachelor of Laws	1	...	...	1	308	...	...	...	308
3. First LL.B.	1	...	...	1	413	...	...	...	413
Medicine—									
1. M.D.	1	...	...	1	4	...	...	...	4
2. M.S.	...	...	...	...	...	...	...	...	...
3. M.B., B.S., Part I	1	...	...	1	71	...	...	...	71
4. M.B., B.S., Part II	1	...	...	1	83	...	...	...	83
5. L.M. &S., Part I	1	...	...	1	124	...	...	...	124
6. L.M. & S, Part II	1	...	...	1	123	...	...	...	123
7. Intermediate M.B., B.S. Examination ..	1	...	...	1	150	...	...	...	150
8. Preliminary Scientific Examination ...	1	...	...	1	122	...	...	...	122
9. Second L.M. & S.	1	...	...	1	20	...	...	...	20
10. First L.M. & S.	...	...	...	...	...	...	...	...	...
11. Bachelor of Hygiene, Part I	1	...	...	1	6	...	...	...	6
12. Do. Part II	1	...	...	1	6	...	...	...	6
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	...	...
2. L.C.E.	1	...	...	1	9	...	...	...	9
3. Second L.C.E.	...	...	...	...	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...
5. Examination in Art Drawing	...	...	...	...	...	...	...	...	...
6. First Examination in Engineering ...	1	...	...	1	56	...	...	...	56
7. Second Examination in Engineering. { Civil ... / Mechanical. / Electrical .	1	...	...	1	69	...	...	...	69
	...	..	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
8. B. E. Examination ... { Civil ... / Mechanical / Electrical .	1	...	...	1	50	...	...	...	50
	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	..	...	...	...	...	...
Agriculture—									
1. B.Ag.	1	...	...	1	23	...	...	...	23
2. Second Examination or S.Ag.	1	...	...	1	20	...	...	...	20
3. First Examination or F.Ag.	1	...	...	1	34	...	...	...	34
Schools for General Education.									
1. Matriculation ... { Boys ... / Girls ...	53	68	21	142	1,661	1,745	794	472	4,672
	4	19	5	28	34	80	22	15	151
2. Middle School Examination. { Boys ... / Girls ...	139	74	25	238	2,386	1,756	541	...	4,683
	3	4	...	7	65	40	...	...	105
3. Upper Primary Examintaion. { Boys ... / Girls ...	5,306	631	28	5,965	44,584	5,184	231	...	49,999
	525	185	2	732	2,536	1,215	7	...	3,758
4. Lower Primary Examination. { Boys ... / Girls ...	7,816	1,098	44	8,958	67,416	11,223	438	...	79,077
	763	176	5	944	6,217	2,834	17	...	9,068
5. School Final Examination. { Boys ... / Girls ...	44	50	12	106	732	701	115	32	1,580
	...	...	...	...	...	...	...	...	...
6. European High School Examination ...	...	12	...	12	...	40	...	...	40
7. Vernacular Final Examination. { Boys ... / Girls ...	1,235	76	123	1,434	5,298	350	641	1,244	7,533
	...	...	1	1	2	...	10	1	13

TABLE VI.

OF INDIA.

Bombay Presidency during the Official Year 1913-1914.

Number Passed.					Race or Creed of Passed Scholars.							
							Hindus.					
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Brâhmins.	Non-Brâhmins.	Mahomedans.	Buddhists.	Pârsis.	Others.
11	12	13	14	15	16a	16b	16c	16d	16e	16f	16g	16h
20	26	...	...	46	...	...	39		3	...	4	...
150	235	...	49	434	4	8	364		14	...	43	6
8	17	...	...	25	...	1	19		...	...	5	...
253	366	...	68	687	2	8	591		25	...	55	6
7	23	...	...	30	...	...	26		...	...	4	...
50	96	...	19	165	...	1	141		9	...	14	...
12	17	...	...	29	...	1	19		...	...	9	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	4	4	...	1	3		...	...	...	...
164	...	...	...	164	...	7	142		3	...	12	...
190	...	...	...	190	...	5	168		3	...	14	...
1	...	...	...	1	...	...	.....		...	...	1	...
...	...	...	...	...	...	...	.....		...	...	...	...
36	...	...	...	36	...	2	17		...	...	16	1
41	...	...	...	41	...	1	19		...	...	21	...
92	...	...	...	92	...	6	58		3	...	25	...
83	...	...	...	83	...	6	52		6	...	19	...
62	...	...	...	62	...	6	39		2	...	14	1
80	...	...	...	80	...	7	54		4	...	12	2
13	...	...	...	13	...	1	8		1	...	3	...
...	...	...	...	...	...	...	.....		...	...	...	...
2	...	...	...	2	...	...	1		...	...	1	...
1	...	...	...	1	...	...	.....		...	...	1	...
...	...	...	...	...	...	...	.....		...	...	...	...
4	...	...	...	4	...	...	3		...	...	1	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
45	...	...	...	45	...	...	37		2	...	6	...
44	...	...	...	44	...	2	39		...	...	3	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
31	...	...	...	31	...	...	23		...	...	8	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
18	...	...	...	18	...	2	15		...	...	1	...
17	...	...	...	17	...	2	14		1	...	...	...
26	...	...	...	26	...	...	21		1	...	4	...
1,068	1,030	447	172	2,717	16	65	2,183		123	...	221	9
17	37	13	8	75	9	12	21		...	...	30	3
1,289	923	279	...	2,491	...	28	733	1,412	194	...	115	9
35	22	...	...	57	...	5	5	28	5	...	13	1
24,722	2,825	164	...	27,711	2	251	6,195	17,083	3,381	...	382	417
1,759	928	4	...	2,671	3	167	701	1,164	145	...	464	37
41,894	6,863	311	...	48,568	4	482	8,223	31,971	6,234	2	895	757
4,359	2,201	6	...	6,566	...	248	1,457	3,407	388	...	1,022	64
346	346	52	15	759	3	18	400	263	56	...	15	4
...	...	...	...	...	...	...	...	...	...	...	...	...
...	33	...	...	33	29	4	...	...	...	...	...	...
2,694	205	261	303	3,465	...	39	1,363	1,548	478	...	4	33
2	...	8	1	11	...	...	10	1	...	...	...	...

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Schools for Special Education.									
1. Secondary Teachers College Diploma Examination	1	...	...	1	34	...	...	...	34
2. Secondary Teachers Certificate Examination	...	25	...	25	...	51	...	...	51
3. Training School Examination for Masters. — 1st Year ...	6	1	...	7	626	19	...	177	822
2nd „ ...	6	1	..	7	433	28	...	71	532
3rd „ ...	5	1	...	6	140	4	...	60	204
4. Training School Examination for Mistresses. — 1st Year ...	5	4	1	10	108	64	2	10	184
2nd „ ...	5	6	1	12	86	39	2	7	134
3rd „ ...	4	1	2	7	60	21	13	1	95
4th „ ...	1	0	1	2	24	4	4	...	32
5. First Grade Drawing Examination ...	107	288	150	545	1,891	3,565	1,618	185	7,259
6. Second Grade Drawing Examination ...	83	193	121	397	658	1,087	512	67	2,321
7. Third Grade Drawing Examination ...	69	137	90	296	267	509	358	108	1,242
8. Drawing Teachers Certificate Examination	1	...	...	1	22	...	...	...	22
9. Draughtsman's Course. — 1st Year ...	1	...	1	2	54	...	23	13	90
2nd „ ...	1	...	1	2	25	...	10	4	39
3rd „ ...	1	...	...	1	35	...	...	...	35
4th „ ...	1	...	...	1	20	...	...	...	20
10. English Medical Examination. — 1st Year ...	3	...	...	3	123	...	...	...	123
2nd „ ...	3	...	...	3	92	...	...	...	92
3rd „ ...	3	...	...	3	67	...	...	...	67
4th „ ...	3	...	...	3	57	...	...	...	57
11. Examination in Engineering ..	...	2	...	2	...	26	...	...	26
12. Examination in Surveying ...	...	...	...	...	...	...	...	...	...
13. London Chamber of Commerce Examination. — Junior ...	1	2	25	28	7	16	103	12	138
Senior ...	1	3	31	35	4	32	337	29	402
Higher ...	...	4	...	4	...	10	...	...	10
14. Cambridge Local Examination. — Senior ...	...	20	...	20	...	69	...	2	71
Junior ...	...	23	1	24	...	92	2	1	95
Preliminary ...	...	19	1	20	...	93	2	...	95
Victoria Jubilee Technical Institute Examinations. — L. M. E.*	...	1	...	1	...	28	...	...	28
L. T. M.*	...	1	...	1	...	19	...	...	19
L. E. E.*	...	1	...	1	...	18	...	...	18
L. T. C. ..	...	...	...	...	...	...	...	...	...
In Metal Working and Enamelling* ..	...	...	...	...	...	...	...	...	...
Motor Mechanics Classes. — Theory...	...	1	...	1	...	56	...	...	56
Practical.									
College of Science Examinations. — Sub-Overseer ...	1	...	...	1	19	...	...	...	19
Electrical Engineering ...	1	...	...	1	6	...	...	...	6
Mechanical Engineering ...	1	...	...	1	6	...	...	...	6
Accountants Examination ..	...	...	5	5	...	...	...	25	25
Normal Class ...	1	...	....	1	6	...	...	...	6
Veterinary College Examinations. — 1st Professional ..	1	...	...	1	30	...	...	...	30
2nd Professional ..	1	...	...	1	22	...	...	...	22
3rd Professional or G.B.V.C. ..	1	...	....	1	24	...	...	...	24
Manual Training Certificate Examination ..	17	...	...	17	213	...	...	...	213
Tapedars Agricultural Examination ...	1	...	...	1	104	...	...	10	114
Other Schools ..	...	...	...	...	...	...	...	...	...

* { 1st Class 7, 2nd Class 14, Pass Class 6.
1st Class 7, 2nd Class 10, Pass Class 2.
1st Class 5, 2nd Class 9.

TABLE VI—*continued.*

Number Passed.					Race or Creed of Passed Scholars.							
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Mahomedans.	Buddhists.	Pársis.	Others.
							Brahmins.	Non-Brahmins.				
11	12	13	14	15	16a	16b	16c	16d	16e	16f	16g	16h
29	...	...	...	29	...	1	16	10	1	...	1	...
...	30	...	...	30	12	2	8	6	2	...	...	...
545	11	...	55	611	...	16	296	206	82	...	...	11
398	23	...	20	441	...	24	239	121	49	...	...	8
130	4	...	33	167	...	6	78	58	23	...	...	2
98	43	2	8	151	1	39	46	46	13	...	2	4
69	30	2	4	105	1	36	31	31	4	...	1	1
58	11	7	1	77	...	21	28	21	4	...	1	2
22	3	3	...	28	...	8	11	7	...	...	...	2
1,208	2,228	1,084	115	4,725	271	258	1,493	1,854	444	75	296	34
455	797	372	43	1,667	113	109	595	574	115	24	124	13
243	462	341	98	1,144	56	56	448	430	56	24	66	8
19	...	...	...	19	...	3	8	7	1	...	...	...
26	...	7	5	38	...	3	15	13	2	...	5	...
14	...	4	1	19	...	...	7	10	1	...	1	...
18	...	...	...	18	...	1	11	4	1	...	1	...
12	...	...	...	12	...	2	3	2	2	1	2	...
113	...	...	...	113	...	5	53	44	6	...	2	3
82	...	...	...	82	...	...	41	32	3	...	3	3
52	...	...	...	52	...	7	23	16	1	...	2	3
48	...	...	...	48	...	...	20	22	4	...	...	2
...	22	...	...	22	...	...	...	22	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
2	6	18	2	28	...	1	10	11	...	...	6	...
1	19	167	8	195	5	16	41	69	3	...	53	8
...	5	...	...	5	5	...	...	...	...	...	...	...
...	40	...	1	41	34	1	...	...	...	...	6	...
...	47	...	1	48	38	1	...	1	1	...	6	1
...	63	...	...	63	41	9	...	...	...	...	12	1
...	27	...	...	27	2	2	16	7	...	...	...	...
...	19	...	...	19	...	...	7	7	1	...	3	1
...	14	...	...	14	...	1	5	2	...	...	2	4
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	55	...	...	55	...	9	11	18	8	...	9	...
11	...	...	...	11	...	...	10	1	...	...	...	...
6	...	...	...	6	...	...	2	3	...	...	1	...
6	...	...	...	6	1	...	3	2	...	...	...	...
...	...	...	4	4	...	...	2	2	...	...	...	...
6	...	...	...	6	...	...	4	2	...	...	...	...
23	...	...	...	23	...	1	15	6	...	...	1	...
14	...	...	...	14	2	1	8	2	1	...	...	...
16	...	...	...	16	...	...	10	3	2	...	1	...
152	...	...	...	152	1	19	62	46	7	13	3	1
95	...	...	7	102	...	...	...	44	58	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...

Return showing the Distribution of Local Board and Municipal Expenditure on

Objects of Expenditure.	EXPENDITURE OF DISTRICT LOCAL BOARDS ON PUBLIC INSTRUCTION.															
	In Institutions managed by District Local Boards.											In Institutions managed by				Expenditure on Public Instruction.
	Number of Institutions.	Number of Schools on the 31st of March.	Number on the Rolls during the year.	Average Attendance.	Provincial Grants.	Local Cess.	Municipal Grants.	Fees.	Subscriptions.	Endowments and all other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.	Total Local Board and Municipal Institutions.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
COLLEGIATE EDUCATION.	*Arts Colleges.*															
	English	..	..	..	..	..	..	..	..	..	..	..	..	6,750	6,750	
	Oriental	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
	Professional	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
	Total	..	..	..	..	..	..	..	..	..	..	..	..	6,750	6,750	
SCHOOL EDUCATION. SECONDARY.	*Secondary Schools.*															
	For Boys. High Schools	..	..	..	..	..	..	..	..	..	..	..	..	600	600	
	For Boys. Middle Schools. English	5	309	237	209	2,292	5,636	..	3,175	..	1	12,704	..	1,020	3,320	16,024
	For Boys. Middle Schools. Vernacular	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
	For Girls. High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
	For Girls. Middle Schools. English	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
	For Girls. Middle Schools. Vernacular	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
	Total	5	309	237	209	2,292	5,636	..	3,175	..	1	12,704	..	1,020	3,320	16,024
	Primary Schools.															
	For Boys	7,072	393,461	278,171	235,709	22,33,561	5,19,413	..	1,73,788	2,930	17,547	29,40,216	..	91,767	3,356	5,73,803
	For Girls	422	71,702	21,173	14,336	73,961	85,216	..	..	..	..	1,66,677	20	10,156	..	1,08,370
	Total	7,494	465,163	299,344	250,045	23,07,522	6,12,629	..	1,73,78	2,930	17,547	31,18,793	20	1,01,923	3,356	6,78,927
SCHOOL EDUCATION. SPECIAL.	*Schools for Special Instruction.*															
	Training Schools for Masters	9	89	61	57	7,500	..	..	..	..	..	7,500	12,681	..	..	32,681
	Training Schools for Mistresses	..	..	..	..	..	..	..	..	..	..	..	8,506	..	..	8,506
	School of Art	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Medical Schools	..	..	..	..	..	..	..	..	..	..	..	3,864	..	600	3,864
	Engineering and Surveying Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	960	960
	Technical and Industrial Schools	5	440	429	318	9,884	14,088	751	..	..	5,174	29,897	260	1,800	2,790	33,684
	Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	702	..	..	702
	Reformatory Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Other Schools	..	..	..	..	227	..	..	..	..	..	227	..	16	..	16
	Total	14	811	489	376	17,911	14,088	751	..	..	5,174	37,824	66,943	1,816	4,116	80,699
Buildings	.. ..	..	..	..	..	40,320	1,03,190	..	..	3,159	2,623	1,51,705	..	..	..	1,60,190
Furniture and Apparatus (Special Grants only)	.. ..	..	..	..	..	6,027	1,130	..	..	11	..	7,183	300	..	..	1,430
	Total	..	..	..	..	46,347	1,04,320	..	..	3,170	2,623	1,58,888	300	..	..	1,04,620
Inspection	.. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	31,990
Scholarships held in ..	Arts Colleges	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3,120
	Secondary Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12,708
	Primary Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	28,204
	Medical Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Technical and Industrial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7,119
	Other Special Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous	.. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	23,210
	Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..	77,351
	Grand Total	7,515	466,133	300,170	250,710	23,70,480	7,36,772	750	1,77,160	9,090	25,348	33,21,311	68,373	45,752	17,992	9,92,786

TABLE VII.

INDIA.

Public Instruction in the Bombay Presidency for the official year 1913-1914.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.

In Institutions managed by Municipal Boards.											In Institutions managed by			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local and Municipal Public Instruction.	Remarks.
Number of Institutions.	Number of Schools on the Roll on the last day of March.	Average Number on the Rolls during the year.	Average daily attendance.	Provincial Grants.	Local Boards.	Municipal Rates.	Fees.	Subscriptions.	Endowments and all other sources.	Total.	Government.	Local Boards.	Private persons or Societies.			
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
..	..			..	..	..	..	..	..	..	6,000	..	11,375	17,375	24,025	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	6,000	..	11,375	17,375	24,025	
4	1,067	969	864	14,986	..	9,695	27,906	..	1,661	47,736	..	..	5,679	15,374	15,974	
35	4,831	4,491	3,850	30,024	1,029	23,859	46,571	89	362	1,27,734	..	..	67,51	67,569	69,784	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	..	..	575	575	575	
1	35	36	25	145	..	216	88	..	..	449	..	..	1,000	1,216	86,216	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
60	5,923	5,466	4,739	45,755	1,029	45,770	81,655	89	1,914	1,75,912	..	..	14,754	60,554	70,549	
771	148,881	126,169	81,952	3,80,445	52,757	5,96,731	1,14,916	613	4,810	11,80,264	..	..	53,029*	6,49,716	12,25,311	
274	28,780	27,550	18,572	93,219	10,126	2,01,220	4,913	25	1,885	8,11,413	..	..	26,493	2,27,885	2,31,250	
1,045	187,661	132,714	100,524	4,73,664	62,883	7,97,951	1,19,857	63	6,699	14,61,682	..	..	79,522	8,77,601	15,56,561	
..	..	..	..	..	..	..	..	..	..	..	3,235	..	..	3,235	80,316	
1	17	21	17	1,203	..	1,783	..	..	..	2,483	3,649	..	..	6,132	12,439	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,904	
..	..	..	..	..	..	..	..	..	..	..	..	..	150	150	1,150	
4	185	178	124	5,799	1,800	7,903	10	..	5 984	21,495	..	750	24,837	25,587	57,471	
1	101	102	85	840	..	840	979	..	..	2,003	..	..	..	840	880	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	792	
..	..	..	..	..	..	..	..	..	..	..	1,348	..	..	1,348	1,348	
..	5	6	5	3,114	16	1,017	..	..	..	4,647	2,500	..	774	4,571	4,857	
6	309	308	230	11,161	1,816	11,543	989	..	5,9 4	31,390	10,932	750	24,761	48,763	1,23,906	
..	..	..	..	10,091	..	27,350	..	12,03	..	74,504	..	..	..	27,350	1,30,545	
..	..	..	..	221	..	453	..	..	..	672	..	..	..	469	1,884	
..	..	..	..	10,313	..	27,809	..	12 03	..	75,176	..	..	..	27,819	1,32,430	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11 990	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3,110	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	437	13,142	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	5,302	30,536	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.. ..	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	656	1,775	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	129	130	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	4,819	28,079	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	11,424	88,781	
1,111	143,294	138,513	103,183	5,05,891	65,728	8,82,193	2,02,591	12,70	13,26	17,44,963	16,932	750	1,31,477	10,43,400	20,06,126	

* This sum includes rupees 36 on account of Municipal R. venue levied in Native States and is not therefore included in the totals in columns 31 and 32.

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Boys' and Girls' Hostels or Boarding-houses in the Bombay Presidency for the Official Year 1913-1914.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Expenditure from								
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Pr. fessional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Imperial Fund.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Native States Revenues, etc.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
For Boys.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government	34	2,908	469	241	469	120	1,579	53,517	...	...	...	579	1,673	2,764	120	58,653
2. Managed by District Local Boards ..	18	432	...	..	121	285	24	814	...	8,030	350	4,965	...	543	...	14,692
3. Managed by Municipal Boards	6	104	..	...	85	...	19	...	...	1,227	252	318	604	...	...	2,401
4. Maintained by Native States	14	546	134	...	286	54	72	...	...	...	...	631	5	...	17,576	18,212
5. Aided by Government or by Local or Municipal Boards or by Native States	86	4,022	500	21	2,048	1,087	356	26,544	...	11,400	4,227	74,114	46,705	61,366	2,000	226,386
6. Unaided	10	835	1	...	449	263	112	...	...	...	...	2,290	12,990	15,914	...	31,194
For Girls.																
1. Managed by Government	5	302	...	75	89	18	120	2,860	...	...	...	...	...	624	...	3,484
2. Managed by District Local Boards ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Managed by Municipal Boards	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Maintained by Native states	1	38	...	...	...	3	35	...	...	...	...	...	...	...	144	144
5. Aided by Government or by Local or Municipal Boards or by Native States	43	2,820	3	42	1,563	1,099	113	30,156	...	...	...	53,369	23,711	46,605	...	1,53,841
6. Unaided	2	73	...	...	44	29	...	...	...	...	...	...	6,915	2,115	...	9,030

EDUCATION—GENERAL TABLE IX.

Number and qualifications of Teachers for the official year 1913-1914.

	Primary Schools.					Middle Schools.				
	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.
Trained	52	5,016	2,050	421	20	29	2	19	158	27
Untrained	20	9,757	2,815	2,825	196	31	17	230	671	219
Total ...	72	14,773	4,874	3,246	216	60	19	249	829	246
Possessed of a University degree	...	...	...	...	...	32	1	31	68	33
No degree	72	14,773	4,874	3,246	216	28	18	218	761	213
Total ...	72	14,773	4,874	3,246	216	60	19	249	829	246

	High Schools.					Colleges. (Arts Colleges only affiliated to the University.)					Total.
	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
Trained	208	...	7	377	39	44	...	...	68	...	8,546
Untrained	177	...	52	1,037	247	5	...	...	21	...	18,320
Total ...	385	...	59	1,414	286	49	...	...	89	...	26,866
Possessed of a University degree	242	...	16	362	129	44	...	...	78	...	1,036
No degree	143	...	43	1,052	157	5	...	...	11	...	25,830
Total ...	385	...	59	1,414	286	49	...	...	89	...	26,866

APPENDIX B.

SPECIAL RETURNS FOR EUROPEAN AND EURASIAN SCHOOLS FOR 1913-14.

No. 1.

Attendance.

Class of Institutions.	Aided Schools.				Unaided Schools.				Number of pupils on 31st March learning			Classification of pupils according to race or creed.								Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
	Number of Institutions.	Number of pupils on Rolls on 31st March 1914.	Average monthly number.	Average daily attendance.	Number of Institutions.	Number of pupils on Rolls on 31st March 1914.	Average monthly number.	Average daily attendance.	English.	A Classical Language.	A Vernacular Language.	Europeans or Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Mahomedans.	Buddists.	Parsis.	Others.		
For Boys — High Schools	11	1,330	1,262	1,149	...	...	...	...	1,326	698	6	1,183	49	2	7	14	...	62	29	194	...
For Boys — Middle Schools	7	419	389	340	...	...	...	...	419	85	...	397	3	...	...	...	...	3	16	185	...
For Girls — High Schools	13	1,684	1,609	1,465	...	...	...	...	1,684	650	...	1,454	122	4	6	10	...	69	19	...	263
For Girls — Middle Schools	14	610	500	453	...	...	...	...	610	45	...	587	16	...	1	...	...	7	1	...	193
Total	45	4,043	3,764	3,407	...	...	...	...	4,039	1,478	6	3,619	190	6	14	24	...	131	65	379	456
Normal Schools	2	44	36	32	...	...	...	...	44	...	...	31	9	...	...	...	...	3	1	...	...
Industrial Schools	1	32	22	20	...	...	...	...	...	...	...	22	...	...	...	...	...	...	...	...	...
Commercial Schools	3	18	18	14	...	...	...	...	...	...	...	18	...	...	...	...	...	...	...	...	...
Total	6	84	76	66	...	...	...	...	44	...	...	71	9	...	...	...	...	3	1	...	...
Grand Total	50	4,127	3,840	3,473	...	...	...	...	4,083	1,478	6	3,690	199	6	14	24	...	134	66	379	456

No. 2.

Expenditure.

Class of Institutions.	Aided Institutions.									Unaided Institutions.				Total expenditure from							
	Provincial Revenues.	Imperial Funds.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Native State Revenues.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Imperial Funds.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Native State Revenues.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Boys ... High Schools	88,362	6,000	...	900	54,350	10,783	61,969	...	2,12,304	...	...	...	...	88,362	6,000	...	900	54,350	10,783	61,969	...	2,12,304
For Boys ... Middle Schools	11,705	...	...	200	4,879	7,501	41,728	...	66,113	...	...	...	...	11,705	...	...	3 0	4,879	7,501	41,728	...	66,113
For Girls ... High Schools	77,728	...	...	180	79,795	12,190	40,874	...	2,10,768	...	...	...	...	77,728	...	...	180	79,795	12,190	40,874	...	2,10,768
For Girls ... Middle Schools	11,996	...	...	...	9,795	8,547	23,473	...	53,792	...	...	...	...	11,996	...	...	...	9,795	8,547	23,473	...	53,792
Total ...	1,89,791	6,000	...	1,280	1,48,711	39,021	1,68,074	...	5,52,987	...	...	...	...	1,89,791	6,000	...	1,280	1,48,711	39,021	1,68,074	...	5,52,987
Normal Schools	4,342	...	...	...	4,079	350	4,701	...	13,472	...	...	...	...	4,342	...	...	...	4,079	350	4,701	...	13,472
Industrial Schools	5,850	...	...	...	2,573	200	476	...	8,939	...	...	...	...	5,850	...	...	...	2,573	200	476	...	8,939
Commercial Schools	2,000	...	...	...	652	3,276	229	...	6,657	...	...	...	...	2,000	...	...	...	652	3,276	229	...	6,657
Other Schools	2,873	138	...	...	...	...	...	...	2,011	...	...	...	...	2,873	138	...	...	...	...	...	...	2,011
Total ...	14,065	138	...	...	7,304	3,826	5,406	...	31,039	...	...	...	...	14,065	138	...	...	7,304	3,826	5,406	...	31,039
Scholarships	6,022	...	...	...	1,320	108	4,584	...	12,034	...	...	...	...	6,022	...	...	...	1,320	108	4,584	...	12,034
Buildings	1,51,132	...	...	...	...	21,112	(9,170	...	2,41,794	...	...	...	...	1,51,132	...	...	...	...	21,112	69,170	...	2,41,794
Furniture and apparatus	13,243	1,000	...	...	...	...	2,866	...	17,009	...	...	...	...	13,243	1,000	...	...	...	...	2,866	...	17,009
Miscellaneous	60,018	...	...	...	51,963	14,128	28,806	...	1,47,116	...	...	...	...	60,018	...	...	...	51,963	14,128	28,806	...	1,47,116
Total ...	2,19,405	1,000	...	...	53,283	35,348	1,05,306	...	4,18,033	...	...	...	...	2,19,405	1,000	...	...	53,283	35,348	1,05,306	...	4,18,033
Grand Total ...	4,23,991	7,138	...	1,280	2,12,798	78,876	2,78,876	...	10,02,059	...	...	...	...	4,23,991	7,138	...	1,280	2,12,798	78,876	2,78,876	...	10,02,059

No. 3.

Stages of Instruction.

	High Stage.			Middle Stage.			Upper Primary Stage.			Lower Primary Stage.						Total.		
										1			2					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Boys	173	17	190	420	99	519	339	99	438	388	138	526	46	36	82	1,376	379	1,755
Girls	...	209	209	12	375	387	40	397	437	275	654	929	129	203	332	456	1,838	2,294
Total ...	173	226	399	442	474	906	379	496	875	663	792	1,455	175	239	414	1,832	2,217	4,049

No. 4.

Boarding-houses.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of					Expenditure from								
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Imperial Funds.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Native States Revenues, etc.	Total Expenditure
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
For Boys.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Aided by Government or by Local or Municipal Boards or by Native States	8	466	...	...	349	79	22	17,524	...	...	...	15,119	10,921	9,034	...	53,597
For Girls.																
Aided by Government or by Local or Municipal Boards or by Native States	14	825	3	9	715	87	11	39,172	...	...	...	39,745	3,426	19,172	...	90,515

BOMBAY: PRINTED AT THE GOVERNMENT CENTRAL PRESS.

Administration Reports:—

Report of the Director of Public Instruction on the progress of education in the Bombay Presidency during the year 1913-14.

No. 3893.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 5th December, 1914.

Letter from the Director of Public Instruction, No. 8913, dated the 29th September, 1914:—

"I have the honour to state that I have this day asked the Deputy Superintendent in charge Government Central Press, Bombay, to hand over by the 1st of October next in the Secretariat seven advance copies of the Director of Public Instruction's Annual Report for 1913-14."

Letter from the Director of Public Instruction, No. 8980, dated the 30th September, 1914:—

"In continuation of this office No. 8913 of yesterday's date I wish to explain that the normal part of my annual report this year is five pages shorter than last year's report, though the report as a whole is ten pages longer through the addition of a chapter on the disposal of the imperial grants. As these grants had not yet been dealt with in any detail, the period to be covered was one of three years, and so this chapter has become rather lengthy."

RESOLUTION.—The total number of institutions of all kinds in the Bombay Presidency rose during the year under review from 17,120 to 17,914, with an increase from 987,685 to 1,029,017 in the number of persons receiving instruction in them. Numerical progress is naturally most conspicuous in the case of the primary schools, the number of which rose by nearly seven hundred to a total of 14,061, the attendance at them aggregating 847,706 as against 814,409 in the previous year. The number of secondary schools rose from 588 to 607, and the attendance from 80,144 to 84,547. As regards the financial results of the year, it is observed that out of the increase of six lakhs in the total expenditure on public instruction incurred from all sources, provincial revenues contributed nearly two lakhs, municipal funds half a lakh, school and college fees three lakhs, and private institutions and Native States rather more than a lakh each. On the other hand, the expenditure incurred by local boards declined by two lakhs, chiefly owing to a reduction in the outlay on school buildings. Of the total provincial expenditure for the year amounting to 70¾ lakhs, a sum of 30½ lakhs, exclusive of the charges on account of direction and inspection, was devoted to the maintenance of primary schools, the increase over the preceding year's expenditure on this object being about three and a half lakhs.

General results.

2. Several events of interest have contributed to render the year memorable from the point of view of collegiate education. The University enjoyed the benefit of visits from such distinguished educationists as Sir Alfred Hopkinson, Professor Ramsay Muir and Professor Smithells, and that body is now considering the report of the first named, which embodies a series of important recommendations and suggestions affecting every branch of its activities. A satisfactory settlement has been arrived at in regard to the question of the utilization of the recurring imperial grant for the development of the University as a teaching body, and a beginning has been made with the programme thus formulated by the deputation abroad of a graduate for the study of library administration and by the institution of a scheme of University lectures. In other directions also, as the Governor in Council is aware, the University has given proof of an enlightened and progressive spirit in the development of its policy, more especially in regard to the revision, where necessary, of its curricula. His Excellency in Council desires to acknowledge the value of the University's

Collegiate education.

co-operation with him in the scheme of the Royal Institute of Science, which has taken the form of a contribution of one lakh towards the initial cost of the buildings. A feature of the year which is less a cause for satisfaction is the apparent lowering of the standard for the Matriculation examination, which resulted in the passing of nearly double the number of candidates compared with the previous year. The consequent unprecedented influx of first year students, a large proportion of whom cannot be regarded as properly prepared for higher education, has taxed the accommodation of the affiliated colleges to the utmost, the attendance at these institutions having risen at a bound by nearly 20 per cent. It is to be apprehended that the difficulties which arise from this situation will be further aggravated in the future by a considerable increase in the proportion of students admitted to the second year's course, unless, contrary to the experience of the year under review, the college authorities show a determination to maintain the same standard in their conduct of the examination which regulates these admissions as was set when that examination was under the direct control of the University. For these difficulties the establishment of new collegiate institutions, even if the early adoption of such a measure were practicable, would provide a mere temporary palliative and would fail altogether to strike at the root of the problem. In the estimation of His Excellency the Governor in Council their true solution is to be found in the gradual elevation of the general plane of collegiate education, and the first step towards the attainment of this end should be the raising of the standard of the Matriculation examination, the object in view being the eventual transfer to the school curriculum of what now forms the initial stage of the collegiate course. Government have recently accepted a suggestion made by the University for the appointment of a jointly representative committee to deal comprehensively with the question of both the Matriculation and the School Final examinations, and they await the result of this committee's deliberations with full confidence that the true interests of higher education will receive a real impetus along sound lines.

College of Commerce.

3. With regard to professional colleges the only notable development during the year was the opening of the College of Commerce. There was a large demand for admission and the institution entered on its career in encouraging conditions, but, as the Director observes, the possession of suitable buildings with the necessary adjuncts in the shape of a hostel and a play-ground are essential to its complete success. The question of their provision is engaging the attention of Government.

Developments in secondary education.

4. The Director traces the progress made up to date towards the completion of the programme of improvement and development laid down for secondary education in this Presidency. The principal achievements of the year are the completion of a new high school for East Khandesh, the provision of quarters at the secondary training college for the Vice-Principal and 20 out of the 34 students, the further allotment of a recurring sum of Rs. 26,000 for the raising of the pay of assistant masters, the appointment of an inspector of science teaching to be followed by the establishment of a properly equipped laboratory in every high school, and the sanctioning of the appointment of an inspector of drawing which is an essential feature of a scheme for the reorganization of the teaching of drawing throughout the Presidency. The scheme for the medical inspection of school children has recently received the sanction of the Secretary of State and will, it is hoped, shortly be brought into operation. Much attention has been paid to the development of visual instruction; every high school is now equipped with a lantern and slides, while nearly a lakh of rupees has been sanctioned for the distribution of stereoscopes and stereoscopic pictures to both secondary and primary schools.

The total direct expenditure on secondary schools during the year amounted to 36½ lakhs, an advance of more than three lakhs on last year's disbursements.

Government high schools.

5. The Governor in Council has read with interest the detailed account given in the report of the progress during the year of the twenty Government high schools for boys. The record is on the whole a satisfactory one, but it is evident that frequent changes of staff have in some degree militated against steady advance,

and it is hoped that every effort will be made to ensure greater continuity in future in this respect. With regard to hostels it seems that the servant difficulty has in several cases obtruded itself and that the comparatively high cost of living in the hostels has tended to discourage resort to them. Rather than that the utility of these institutions, on the establishment of which heavy expenditure has been incurred, should be impaired by their failure to secure a full complement of residents, the Governor in Council would be prepared to consider proposals for meeting these difficulties by the grant of reasonable pecuniary concessions. As against these setbacks there has been substantial improvement and development in several new directions. The allotment to every high school of a sum of money for the conduct of excursions is an innovation which cannot fail to exercise a broadening effect on the pupils' minds. A definite beginning has been made with the imparting of moral instruction, while arrangements for the introduction of manual training and the proper organization of science teaching are well in hand. The holding of a special class of instruction for masters under Mr. Wren should serve to put the teaching of physical exercises on a sounder basis. Measures have been instituted for bringing headmasters and inspecting officers into closer touch and sympathy with the work and aims of the Secondary Training College. Thanks to the praiseworthy co-operation of a number of high officers the school prize-distributions have in most cases been elevated into something more inspiring and less prosaic than such functions were apt to be in the past. Especially to be commended is the introduction of Mr. Miller's scout system in the Belgaum High School which appears to have had an extraordinary effect in arousing the enthusiasm of boys and masters alike. Finally, the Governor in Council desires to record his appreciation of the highly meritorious services rendered by two retiring headmasters, Khan Bahadur Contractor of the Elphinstone High School, and Rao Bahadur Jathar of the Dharwar High School, both of them representatives of the best type of Indian headmaster.

Aided high schools.

6. Some of the aided high schools, the total number of pupils at which rose in the course of the year from sixteen to eighteen thousand, appear to have done excellent work, the reports regarding certain of these schools in Sind being especially encouraging. Unfortunately the constantly increasing and spreading demand for English education is a direct inducement to the establishment of proprietary schools which, in order to afford a margin of profit, are run at a minimum cost with inadequate and ill-paid staffs. These schools receive no grants as they do not conform to the requirements of the department, a circumstance which in many cases is both the cause and the result of their deficiencies in personnel and equipment. As regards European schools, it is satisfactory to note that the recent imperial grants are acknowledged as having been of great value in enabling them to obtain better teachers. There has also been considerable activity in the direction of improving the physical conditions in which their work is carried on, the building grants for the year amounting to a lakh and a half with an addition of Rs. 13,000 for equipment grants.

Primary education : general considerations.

7. Turning to primary education, 462 new local board schools were opened during the year. The total number of such schools which have been brought into existence since the policy of rapidly extending the facilities for elementary instruction was systematically pursued has thus been raised to 2,381. A large proportion of these schools are in the Central Division, where no fewer than 39 per cent. of the existing primary schools have been established within the last five years. In such circumstances it is not a matter for surprise that the demand for competent teachers should have largely outrun the supply, and that the results, as manifested in the staffing of new schools by unqualified masters, should evoke some unfavourable comment. But it should be recognized at the same time that to have deferred the creation of new schools until teachers of the desired quality were actually forthcoming for them would have meant the indefinite postponement of all effective advance in the direction of breaking down the illiteracy of the rural population. Gradually, as by the spread of education in the more backward tracts the difficulty of obtaining local material and the consequent necessity of importing teachers from outside disappear, equilibrium between supply and demand will tend to be established. In the meanwhile the Governor in Council fully recognizes the desirability of further improving the prospects of untrained teachers in the

Presidency proper, but he considers that the question must for the present be subordinated to the more pressing one of satisfying the legitimate claims of trained teachers and thus holding out the strongest inducements to teachers to elevate themselves from the ranks of the untrained. Towards effecting this an additional sum of a lakh and a half was spent during the year, the total expenditure on this object being thus brought up to over six lakhs.

Full primary schools and rural schools.

8. The practical effects of the enforcement of the recent decision to concentrate the teaching of the higher primary standards in the larger schools are manifesting themselves in the elimination of these standards from a large number of schools in which they had hitherto been maintained but very scantily supported. The Governor in Council trusts that the fact that in the Northern Division alone has there been any demand for scholarships to enable boys to proceed from rural to full primary schools is not to be regarded as an indication that elsewhere the new policy is tending to discourage the taking of the higher standards. If there is any ground for suspecting such a tendency it would be desirable to put the matter to the proof by a comparative scrutiny of the attendance in the higher standards of the schools in a determined area. There are signs that the new lower standards are somewhat overloaded, but this is a point in regard to which further experience must be acquired before a definite conclusion can be formed.

Primary school buildings.

9. The question of the housing and equipping of primary schools continues to engage attention, and free grants amounting to nearly seven lakhs in the case of local boards and to a lakh and a half in the case of municipalities were allotted during the year in connexion with those objects. Publicity has already been given to the remarkable movement in the East Khandesh district for the collection of funds for building school houses, but the Governor in Council desires to call attention to the action now being taken in that district by the formation of taluka associations for controlling the work of construction and organizing the collection of further funds. He trusts that so beneficial a movement will find imitators in other parts of the Presidency where systematic action of this nature would go far towards solving the difficult problem of school accommodation. No progress seems to have been made in the direction of evolving a type design for a rudimentary and comparatively inexpensive form of school building. It is hoped that the matter will be kept in view.

Education of girls.

10. Appreciable advance has been made in connexion with female education, the increase during the year in the number of female scholars in institutions of all kinds being ten thousand, or roughly at the rate of six per cent. The Director, referring to the spreading, but still sporadic, demand for secondary education for girls in outlying localities away from educational centres, suggests that the difficulty of meeting it might to some extent be overcome if municipalities were to attach teachers of English to their primary schools for girls. The Governor in Council agrees that such a proposal would not be open to the objections which can generally be urged against the introduction of English into vernacular schools. The municipalities of Satara and Sholapur appear already to have adopted this suggestion. The appointment of an inspectress for Urdu schools in the Central Division has resulted in a considerable addition to the number of such schools, and concurrently there has been established a Government Central Urdu school for girls at Poona which has been the subject of special attention.

Education of Mahomedans.

11. His Excellency in Council has now before him the numerous recommendations of the Mahomedan education committee, and is also giving consideration to the question of the utilization of Mr. Mahomed Yusuf Ismail's donation of eight lakhs for the promotion of higher education among Mahomedans. He gathers from the report that a serious obstacle to progress, so far as the teaching in Urdu schools is concerned, is the lamentable ignorance of that language displayed by the teachers. The Urdu training class recently instituted at Ahmedabad was a partial failure from this cause, nearly half the number of students admitted to it being found unfit to go through the course. To meet the difficulty

of finding qualified Urdu teachers, it will probably be found necessary to establish central schools on the lines of the one at Tankaria in Gujarat. In the Northern Division candidates were for the first time allowed to take the vernacular final examination in Urdu instead of the local vernacular, but only three out of 143 Mahomedan candidates availed themselves of this concession. It has been decided to extend the concession to the other divisions, but unless it obtains more favour in them than in Gujarat, the experiment may have to be discontinued.

Training of teachers.

12. The Director gives an interesting account of the work of the several normal institutions of the Presidency, from which it appears that there has been a general increase in their attendance. Satisfactory as this is from the point of view of the ever increasing demand for trained teachers, there is, as the Hon'ble Mr. Sharp points out, a danger that some of these colleges will outgrow the dimensions compatible with the imparting of practical, as distinguished from theoretical, instruction. The proposal, therefore, that any further important extension of facilities for the training of teachers should take the form of the establishment of an additional vernacular training college for men appears to the Governor in Council to be a prudent one. It is gratifying to note the success which, thanks largely to the tact and ability of the two persons to whom its conduct was entrusted, attended the experiment of utilizing diplomates of Secondary Training College for holding classes of instruction in teaching for the masters of the aided high schools in Poona and for supervising their actual teaching in the schools.

Reviewing of books for schools.

In connexion with the work of the vernacular training colleges reference may appropriately be made to the services rendered by their Vice-Principals in examining and reporting on books proposed for use in schools. In particular, Mr. P. R. Godbole, of the Poona College, deserves special credit for the great mass of literature reviewed by him in this manner.

Administration.

13. The additions during the year to the personnel of the Department have been considerable, including a special deputy for Urdu schools in the Central Division, an inspectress of Urdu girls' schools in the same division, two additional deputies for Sind, a special deputy with two assistants for Mulla schools in that province, and two additional assistants, one for Bombay and the other for Karachi. Besides these inspecting appointments, the clerical establishments of deputies were strengthened throughout.

Imperial grants.

14. The Director has this year included in his report a special chapter reviewing the progress made in the disposal of the imperial grants. The fact that, in the course of the three years 1911-12 to 1913-14, out of grants aggregating 73 lakhs, 29 lakhs were actually spent and 35 lakhs were pledged, leaving only 9 lakhs still to be allocated, affords an indication of the heavy burden of work which the disposal of these grants has imposed on the Department during this period and the promptitude and energy with which it has acquitted itself of the task. The Governor in Council takes this opportunity of placing on record his high appreciation of the constructive and organizing capacity, the financial ability, and the industry and thoroughness of which the Hon'ble Mr. Sharp has given proof in planning out and controlling the expenditure of these immense sums of money, allotted as they were to a great variety of objects, several of which were of an entirely novel character requiring careful preparation and the improvisation of new methods and new agencies.

15. The acknowledgments of Government are due to the Department as a whole for another year's successful and progressive administration. In particular, His Excellency in Council is aware of the very great strain which the extraordinary expansion of every branch of education in this Presidency has imposed on the inspectors, and he is cordially appreciative of the loyal manner in which they have

zed with financial assistance fro
Government of Maharashtra
on 22 July, 2017

responded to the call made upon them. He trusts that certain proposals, which have recently been sanctioned, will afford them much needed relief.

J. L. RIEU,
Secretary to Government.

To

The Commissioner in Sind,
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
The Director of Public Instruction,
The Surgeon General with the Government of Bombay,
All Collectors, including the Collectors in Sind and the Deputy Commissioner, Upper Sind Frontier,
The Director of Agriculture and of Co-operative Societies,
All Political Officers, except the Agent for Sardars in the Deccan,
The Compiler, General Administration Report,
The Manager, Government Central Press, Bombay,
The Superintendent, Government Printing, Bombay,
The Revenue Department,
The General Department,
The Judicial Department.
The Political Department,
The Public Works Department,
The Editors' Table, Bombay,
The Editors' Table, Poona,
The Editors' Table, Dharwar,
The Editors' Table, Belgaum,
The Editors' Table, Karachi,
The Editors' Table, Sukkur,
The Oriental Translator to Government,
The Editor of Government Publications,
The Non-official Members of the Legislative Council,
The Separate Department (for the reading room for the Members of the Legislative Council),
All Registered Libraries,
The Under Secretary of State for India,
The Government of India, Department of Education (Education). } By letter.